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ABSTRACT

This workbook, one of six professional development manuals prepared by experienced adult basic education (ABE) instructors, is designed to assist the instructor setting up and operating an ABE classroom. A pretest and posttest appear first. Each of the units begins with a list of objectives and then provides instructional material. Unit 1 describes the physical set-up of the room and operational policies that promote an efficient, student-friendly, individualized classroom. It includes materials needed to get a student started in a course of study and a recordkeeping system to record student progress. Unit 2 offers guidelines for assessing student strengths and weaknesses, ideas for motivating students and helping them improve concentration, information on teaching to varied learning modalities, and suggestions for teaching to the diverse needs of adult students. Unit 3 explains the Florida-mandated performance standards and the ABE basic skills and functional curricula and reviews examples of how to correlate learning activities with the performance standards for some functional curricula. Unit 4 discusses teaching strategies proven effective with ABE students--print-based learning, oral reading, projects, and whole language learning. Unit 5 identifies survival strategies for the ABE instructor and student management methods. Appendixes contain pretest and posttest answer keys, instructor self-evaluation, and student evaluation. (YLB)

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ED 430 101

*Florida Community College at Jacksonville*

Quality Professional Development Project

QPD

# *Basics For Successful ABE Instruction: Working With Adult Learners*

**PROFESSIONAL DEVELOPMENT MANUAL IV**

**1998**

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**1998**

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# BASICS FOR SUCCESSFUL ABE INSTRUCTION: WORKING WITH ADULT LEARNERS

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# FOREWORD

The instructor setting up and operating an Adult Basic Education (ABE) classroom encounters many challenges. This workbook, ***BASICS FOR SUCCESSFUL ABE INSTRUCTION: WORKING WITH ADULT LEARNERS***, its accompanying video tape and audio cassette, were developed by experienced ABE instructors.

**Unit I: Working in the ABE Classroom**

*Working in the ABE Classroom* describes the physical setup of the room and operational policies that promote an efficient, student-friendly, individualized classroom. It also includes materials needed to get a student started in a course of study and a record keeping system to record student progress.

**Unit II: Working with the ABE Student**

*Working with the ABE Student* offers guidelines for assessing student strengths and weaknesses, ideas for motivating students and helping them to improve concentration, information on teaching to varied learning modalities, and suggestions for teaching to the diverse needs of adult students.

**Unit III: Working with the ABE Curriculum**

*Working with the ABE Curriculum* explains the Florida-mandated performance standards and the ABE basic skills and functional curricula. Examples of how to correlate learning activities with the performance standards for some functional curricula are reviewed.

**Unit IV: Teaching ABE Students**

*Teaching ABE Students* discusses the variety of teaching strategies proven effective with ABE students. Print-based learning, oral reading and projects are all workable with ABE students. Many adult educators believe that Whole Language Learning is especially effective with adult students. Samples of learning units incorporating this approach are presented.

**Unit V: Surviving the ABE Classroom**

*Surviving the ABE Classroom* acknowledges the effects of the paperwork generated in an individualized classroom on the teacher and the challenges of teaching ABE students. Suggestions to help the new teacher manage are reviewed.

**Unit VI: General Information for the ABE Instructor**

*General Information for the ABE Instructor* identifies classroom resources. These are materials teachers can bring into their classrooms at no cost to the program and some educational materials developed for ABE classrooms by textbook publishers.

For many students, the ABE classroom is the start of a new experience in education, one that can be exciting rather than demeaning, and successful rather than defeating. Working as a teacher of these students can be rewarding and exhausting, and we hope this material lets you walk into the classroom feeling prepared for the challenge.

## QUALITY PROFESSIONAL DEVELOPMENT

## *BASICS FOR SUCCESSFUL ABE INSTRUCTION: WORKING WITH ADULT LEARNERS*

## PRE-TEST

**Name:**_____ **Date:**_____

**PLEASE MARK EACH STATEMENT (T) TRUE OR (F) FALSE**

___ 1. TABE scores are valid for five years.

___ 2. Keep all original copies of the students' accomplishment charts/individualized educational plans in their permanent folders.

___ 3. Instructors must be careful never to talk down to the adult learner.

___ 4. Flexibility is a good trait for the ABE instructor.

___ 5. If a student says s/he already knows how to do a particular skill, it is okay to move on to the next concept.

___ 6. When grading a student's worksheet, immediate feedback is very important.

___ 7. If the lesson requires group work, all students should be required to work in a group situation.

___ 8. Tests at the ABE level are only used to show if a student has passed.

___ 9. Most adult learners come to class with poor self-esteem.

___ 10. Keeping student attendance is important because you may be asked to verify attendance.

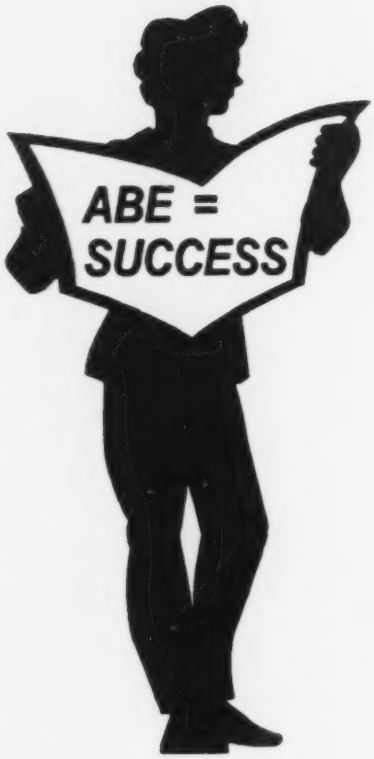
___ 11. Whole language proponents believe that reading is acquired in the same way a child naturally learns oral language.

___ 12 As teachers we know best what a student needs to learn, and therefore should not provide a choice of learning materials to the student

___ 13 When choosing a reading text for ABE students, an instructor should select one that contains some classic literature

___ 14 When a student pronounces a word incorrectly, it is the instructor's duty to immediately correct the student

___ 15 Learning styles reflect the way we tend to analyze data



## QUALITY PROFESSIONAL DEVELOPMENT

## *BASICS FOR SUCCESSFUL ABE INSTRUCTION: WORKING WITH ADULT LEARNERS*

## POST-TEST

**Name:**_____ **Date:**_____

**CIRCLE THE CORRECT ANSWER FOR EACH QUESTION:**

1. You may be asked to verify a student's attendance for the:

   a. Department of Children and Families
   b. State Attorney's Office
   c. Probation Department
   d. all of the above

2. Tests at the ABE level are not an issue of passing or failing but are given to show:

   a. skills mastered
   b. remediation
   c. progress
   d. all the above

3. Which would you not find in a student's daily folder?

   a. course outline
   b. computer referral
   c. original copies of the accomplishment charts/individualized educational plan
   d. an orientation packet

4. Students should be tested if the TABE score is older than:

   a. one year
   b. five years
   c. ten years
   d. three years

5 Which would not be a good trait for an ABE instructor?

a patience
b lecturing skills
c organization
d flexibility

6 Most of the time the adult learner comes to class with

a confidence
b goals set
c poor self-esteem
d books, pencils, and other supplies

7 When grading papers, immediate instructor feedback is necessary because

a the student can see his grade
b you can explain the student's mistakes
c you don't have to take work home
d you can make sure the student hasn't cheated

8 If a lesson requires group work and one student expresses a desire not to participate, it would be best if you would

a ask the student to work with the group anyway
b give the student the task of observing and taking the notes on what the group is doing
c have the student sit in another part of the room and work quietly
d send the student to the library

9 Sometimes a student will say that she doesn't need to work on a skill because she already knows it. It would be best to

a skip it and go on to the next skill
b give the TABE test over
c have the student review the skill anyway
d give a short mastery test on that skill

10 The instructor must always remember to

a motivate the student
b be patient
c never talk down to a student
d all of the above

11 According to the whole language approach, which of the following is a component of learning to read

a reading is acquired naturally in the same way a child learns oral language
b social interaction
c skills are acquired inductively
d all of the above

12 Providing as much choice as possible to the student

a empowers the student
b puts undue stress on the student
c is not feasible because of time constraints
d all of the above

13 The most important factor in choosing a reading text for ABE students is

a a colorfully illustrated book
b content that is meaningful to the lives of the students
c that it contain works of classic literature
d none of the above

14 When a student pronounces a word incorrectly, the instructor should

a ignore it and let the student continue
b pronounce it correctly only if asked to do so
c teach a lesson on correct pronunciation
d all of the above

15 Learning styles reflect the manner in which we

a take in and process information
b react to the words and actions of others
c decode words when reading
d develop a reference for the style of writing we use

# UNIT I: WORKING IN THE ABE CLASSROOM

## THE LEARNER WILL BE ABLE TO:

- ✓ **Organize an Adult Basic Education (ABE) classroom.**
- ✓ **Know the components of a registration procedure.**
- ✓ **Identify the classroom furniture and accessories that are needed.**
- ✓ **Name the necessary contents of a student's daily folder.**
- ✓ **Reorganize the necessary contents of a student's permanent folder.**
- ✓ **Develop a new student's orientation\registration packet.**
- ✓ **Understand the purpose and contents of a student accomplishment chart or student work plan.**

---

The Adult Basic Education classroom is where adult students return to work at their own pace on increasing their skills in reading, writing, and mathematics. The individualized classroom provides the opportunity for teachers to meet the students' individual needs and allows adult students the flexibility they need to meet the demands of their lives. The following suggestions may enable your classroom to function smoothly.

## *ORGANIZING THE CLASSROOM*

It is important that each teacher visit and organize his classroom and find out who his program contacts are **before** the first class meeting.

★ **Locate the registration materials**

Many times the instructor will register the student for an adult education class. However, be certain you know the policies and procedures for registration, learn how to complete the forms, abbreviations to be used, when and how placement testing is done, and how test results are received. Please see Unit

2. *Working with the ABE Students*, for an explanation of registration procedures.

## ★ Have a sign-in sheet

You may be asked to verify student attendance for public agencies. So it is important that an accurate record of who was in class each day be maintained.

a) The sign-in sheet should be the first stop a student makes in the classroom. It should be kept near the teacher's desk and typically should include the date, a student's name, the time he/she signs in, and the time he/she signs out for the day.

b) Use a 3-ring binder so that pages can be removed easily for permanent storage.

c) Some teachers keep all the sign-in sheets for the entire year; others keep them week by week, removing the previous week's sheet before putting in next week's.

d) Put the sign-in book away in a safe place each night.

e) Ask your coordinator how long you should keep these sheets: some teachers keep them for a full year, others keep them indefinitely.

## ★ Classroom set-up

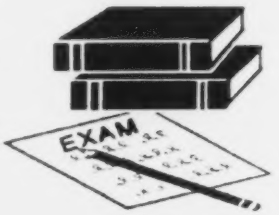
a) **File Cabinets**

You will need these for student records, materials and worksheets.

b) **Shelves**

You need a place to store books and materials so students have easy access to them. The provider agency provides a limited number of textbooks, therefore, students usually cannot take books home. Some teachers prefer to store textbooks and workbooks in a storage cabinet that they can lock.

c) **Paper supplies**




State law mandates that the provider agency supply the textbooks and/or workbooks. Teachers may be given a prorated number of texts (i.e., six for a normal class of 15 students), so students must share books and are not allowed to write in the workbooks. There is seldom an adequate budget for copying. Copy services may be located a distance away from the classroom and there are copyright laws that must be followed. Students may not even be able to write on paper materials such as pre-tests. The result is that students need paper on which to write down answers or exercises. Therefore, encourage students to bring their own paper and pencils to the classroom. This allows students to take responsibility for their learning. Since the fact remains that many ABE students typically do not bring their own supplies to class, so you must look to other sources for them. Recycle any announcements you get through the adult education program. You might be able to arrange for a computer lab technician or an office secretary to save used paper for your class. Students can write on the clean side, this also allows you to demonstrate the ease with which paper can be recycled. Encourage students to use the full sheet of paper, not to throw it away after using it for one exercise. You will also want to talk with your coordinator about getting sufficient paper for your class.

Sometimes, students with disabilities need to write in a workbook or on a worksheet. Contact your coordinator to get permission for them to do so or for permission to copy materials; if copying textbooks or workbooks, be sure you follow established copyright procedures.

d) **Wall calendar**

There are many reasons to have a calendar in the classroom. It teaches

students to plan ahead, can high-light important dates in the community and the class, and recognizes students' birthdays.

e) **Motivational posters**

As one experienced teacher said, "We never know what will motivate a student," and posters are an important tool in our work to foster motivation. You can rotate posters so that students get many different messages. Consider asking another teacher to share with you, which doubles the number available.

f) **Classroom Library**

ABE students often do not have access to leisure reading materials. You might contact agencies for used books or books which are going to be thrown away. The Penguin Corporation has been known to send discontinued books to adult education teachers, or perhaps a local library would supply copies of books they do not need or want.

Some ABE teachers ask to be given discontinued SRA reading kits from local schools. These self-paced reading kits contain interesting information on a variety of topics and comprehension questions which can be completed on paper or discussed with the teacher or fellow class members. The answer keys are included for student self-grading.

Perhaps the local library will donate its discarded encyclopedias for the ABE classroom library. While students need to understand that some of the information in these books will be out-of-date, the wealth of topics covered in a set should ensure that all students can find many topics of interest and should enable you to tailor reading assignments to the varied interests of your adult students and help to maintain motivation. Teachers can follow up such readings with information from newer encyclopedias or magazines.

g) **Dictionary and Thesaurus**

Students of all levels need to learn how to use these useful tools, in print form and on computer software programs.

h) **Colored wall maps or a globe**

Mini-discussion units on news around the world and complete lessons in geography and history can be developed using these valuable tools. Try to secure the most current maps or globe you can find and work to incorporate them into the daily routine of your classroom. A classroom globe can stimulate many interesting conversations. It encourages Limited English and Multi-Language Proficient students to locate and share information with the class about their homelands.

I) **Chalkboard or dry erase board**

Experienced teachers report that students seem to enjoy working on the board both individually and in groups. Colored chalk enhances the task.

j) **Pencil sharpener, pencils, pens, paper clips, stapler and staples**

Whatever you supply the students may *not* be returned. You should speak to your coordinator about replenishing supplies.

k) **Bulletin board**

Those students with an artistic ability might enjoy designing boards that appeal to adult interests and personalities.

## *SETTING UP STUDENT FILES*

Student folders - Teachers need two folders for each student: a folder the student uses each day and a permanent folder that the teacher maintains and to which students do not have access. Ask your coordinator how to get the folders you need. While folders with pockets in the front and back are very useful for teacher records, manila file folders are better for student use.

Make certain you check with your coordinator, a full-time teacher, or an experienced adjunct about what your school wants included in the student folders.

### ★ Students' Daily Folders

These contain the work assignments students need to complete in their program of study and should be kept in a file drawer to which students have easy access; adult students like to share in the control of their education, and allowing them access to their folder sets the tone for the independence you want to foster.

a) **Sample Contents:**

(1) course outline

(2) orientation/registration packet

(3) student accomplishment chart

(4) answer sheets for pre-tests

(5) referral forms to various offices or facilities students will use

(1) **Course Outline**

This should be an easy-to-read explanation of the program offered in the ABE classroom. It tells the student what kind of work will be done, what kind of tests will be administered, and if there are additional resources he may access.

(2) **Orientation\Registration Packet**

Each student should be given an orientation to the adult education program upon enrolling for classes. In some programs, all students will be oriented when they take their placement tests. In others, students may meet for an orientation with a career or guidance counselor after their test results are available. In community sites programs, the teachers may do the orientation. Determine what the policy is in your program and then create packet of materials for the students.

You will want to create a set of packets to have ready when students come to class. The goal of the orientation packet is to provide both a welcome to the program and routine information that students need to know. You will want to ask yourself, *what would I want to know about the program, the site, the rules.* That information is what you will include in your packet.

(3) **Student Accomplishment Chart**

This is a record of the work the student does in the classroom (see sample provided on page 18). You will want to keep a copy in the student's daily folder, but experienced faculty suggest keeping the original chart in the student's permanent folder.

An accomplishment chart should include the following:

a) state standards to be met by number and descriptor

b) place to record pre-and post-test scores

c) the placement test score on that area, the level and form of the test the student took

d) a list of the exercises to be used for mastering those state standards. The teacher will high-light/circle the specific exercises from the list that the student needs to complete.

these become part of the student's individualized plan of study. Not all students will need to do all exercises. Keeping the list in the folder allows the student to move on to the next assignment when ready.

e) room to add additional exercises to allow the student to spend more time on task

f) a place for additional comments by the teacher

**(4) Answer sheets for pre-test to be administered**

Many instructors want to know more about a student's strengths and weaknesses before they prescribe a course of study. They administer the pre-tests in reading, math, and writing to diagnose a student's needs. If pre-tests are not available, you may want to locate individual exercises from the classroom texts or workbooks. You are encouraged to grade each pre-test as soon as the student completes it. This will encourage a dialogue with the student about past educational experiences. It also gives you the opportunity to reassure the student who may be feeling anxious about not performing well on these tests.

**(5) Referral forms**

These might include referrals to a computer lab or for tutoring or counseling services. These can be placed in the folder for use at a later date. Samples are included in the appendix of the workbook.

**b) Setting up the folder:**

Have the new student sit beside you as you set up the folder. This allows you to explain the program while pulling forms for the folder and allows you to begin establishing rapport with the student.

**c) Beginning work for the student**

You will need to talk with other teachers at your school about specific policies on where students begin their work in your class. Some teachers have students work on all three areas of curriculum at one time (math, reading, and writing). This approach allows the student to see progress in all areas of the curriculum and provides a variety of assignments to complete. Other teachers have students work on one area at a time because it allows faster progress in that one area and allows a student to concentrate only on that one area.

You also need to decide whether you want students to begin working on the content area in which they had the highest score on the placement test or on the area in which they had their lowest score. Beginning with the highest area means they may increase their score in this area most quickly and build self-esteem. Educational theory suggests that academic success builds self-esteem and self-esteem builds academic success. Adult education students have not experienced a great deal of success in school and this may be a sufficient reason to have them begin in an area where they will experience early success. Having them begin work in their weakest area means they will quickly see that they are learning or relearning what they should have learned many years ago. It can provide real motivation for them.

You should discuss with your program coordinator whether the district has a policy or whether you have the freedom to choose where a student begins. During this initial conversation with your student, you will want to discuss the test results and what he can begin to work on. Invite the student to express a choice; you are encouraged to allow him to begin where he wants to begin because this helps reinforce the idea that his education is in his control, and he can set the direction as well as the pace of his learning.

## ★ Students' Permanent Folders

(a) Contents

(1) keep all original copies of the student accomplishment charts in a permanent folder. Make a copy to have one in the student folder

(2) copies of the placement tests used and their scores

(3) medical information

(4) release forms

(5) copies of student referrals to other departments

(6) discipline reports and/or a running commentary on any disciplinary incidents. You must be very specific in the description of a disciplinary problem. Include dates, names, incident, and explain any resolutions.

(7) any records a student brings from a previous class. You may have students transferring in from other classrooms or students who entered the program several terms prior but dropped out and are now returning.

Also, keep permanent records in a secured location and establish the policy that you are the only one who handles these folders because students may inadvertently misfile a document or lose it. They may also pull someone else's file and violate that student's right to confidentiality.

You will need to keep a drawer or box of permanent folders for students who are no longer attending class; label it "Old Student Files." Some teachers keep them permanently, others keep them for the length of time the test scores are valid (e.g., TABE scores are valid for 3 years; returning students would have to be retested). Check with your program coordinator for the length of time records should be kept.

# ACTIVITIES:

## *ORGANIZING THE CLASSROOM*

Your supervisor has shown you your classroom for the first time. It has four walls, three windows, a teacher's desk, and independent desks for 25 students. Your supervisor explains that this is a new class and that textbooks will be delivered tomorrow. She tells you she realizes the room is sparse and it will take a while to make it look nice. She asks you to make a list of what is needed and she will provide whatever she can.

Next, look back over the recommended components of a successful ABE classroom in this section and prioritize these items for classroom.

## THE FIRST DAY

**DISCUSSION TOPIC:**

You are preparing for your first day in an ABE classroom in Somewhere, Florida. You have been told to expect twelve to fifteen students. Of these, half will be returning students, although you are not sure who will be returning or how long they have been out of school. Half will be new students, all will have taken a placement test and you can expect to have everyone's test results.

Your coordinator has told you that you must meet with each new student to review the test results and establish an Individualized Educational Plan. On a separate sheet of paper, jot down a few ideas of how you would operate your day. How would you change your plans if you discovered that some students had taken the placement tests, but did not have a copy of the test results with them?

## THE FIRST DAY:
## A SYNOPSIS

The following answer to the previous activity was written by an experienced adult education instructor. Perhaps you can use some of her ideas as you plan for your first day.

Upon entering the classroom, all students should sign the Sign-In sheet. Ask each student to show you a copy of his registration. (Note: In some programs the classroom teacher will fill out the registration form.) Direct the *returning students* to the file cabinet to get their student daily folder and ask them to begin working. *New students* need to meet with the instructor individually to discuss the following: test scores, goal setting, classroom and attendance policies, and the orientation packet. After doing so, set up the **student folder.** (See Unit I - *Working in the ABE Classroom* for a list of the contents of the Student's Daily Folder.) Explain to the student that it is important that he ask for assistance if needed; remind him that in a self-paced classroom, the student is the monitor of progress: he should realize when he needs more assistance or when he has mastered the content. Next set up the **student's permanent folder** that is kept filed in a locked cabinet. (See Unit I - *Working in the ABE Classroom* for a list of the content of the Student's Permanent Folder.)

If you are working in a program where you are to administer the placement test, direct the student to the section of the room where the testing is done. Then proceed with administering the test.

Once new students are taking their tests, the teacher is free to circulate among the returning students, chatting with them or checking to see which area of content they are working on, and letting all of them know you are interested in getting to know them.

Occasionally, a student will lose or forget to bring his test scores. If this situation occurs, you may be able to get copies from your program coordinator. If scores are not available, have the student tell you what he found difficult when taking the placement test or what skill

he found difficult when he was attending school. Students are usually very open and willing to discuss these areas of difficulties. For example, if a student says he did not know how to do fractions, give him a worksheet with long division and then proceed to fractions. This gives you an opportunity to check previously learned skill, and provides the student with immediate success before going on to a skill he finds difficult. In addition, you can also give the student a mastery test, telling him to only do the items he is comfortable with and skip the ones that he cannot do. The results of this test will give you a starting place for teaching. Create the **student's daily folder** based on your conversation with the student or the mastery test results, telling the student this may change when the actual results come in.

First days can seem overwhelming in an individualized classroom, but with some planning, the teacher can be prepared and able to handle any surprises.

**********

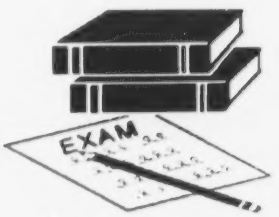
# ADULT BASIC EDUCATION

## STUDENT ORIENTATION

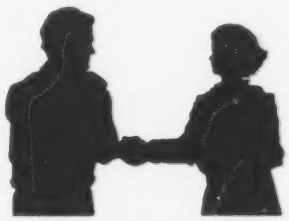
The following information may be used to customize an orientation for students in an ABE program. It will help you develop an orientation for new students who enroll in your class.

### STUDENT ORIENTATION OUTLINE

**I. Welcome**
**II. Program Information**
**III. Interpreting the Placement Test**
**IV. Curriculum**
**V. Classroom Policies**
**VI. Adult Basic Education Students**
**VII. Achievement**



# ADULT BASIC EDUCATION
# STUDENT ORIENTATION



## I. WELCOME:

GET ACQUAINTED EXERCISE

## II. PROGRAM INFORMATION:

The Adult Basic Education (ABE) program is designed to offer students another opportunity to improve their academic skills. The ABE program addresses the specific educational gaps of individual students whether it is learning to read, write, or communicate effectively. Several factors may be responsible for these gaps. Some students have experienced several different schools and have found it difficult to stay on track. People also have different learning abilities. Some possess good math skills and have poor language skills. Others are good in language and experience much frustration with math.

## III. INTERPRETING THE PLACEMENT TEST:

Tests are designed to measure achievement in reading, mathematics, language, and spelling. They are used for academic skill level placement in adult education programs.

These tests focus on basic academic skills that are required to function in society and provide specific instructional information for a program of study. Test results will be used by your instructor to diagnose and evaluate your educational needs and to select the appropriate course materials for you.

## IV. CURRICULUM:

Adult education programs encompass a wide range of courses to fit the diverse needs of adult students. This would also include adults with various exceptionalities and handicapping conditions. The Adult Basic Education curricula includes reading, mathematics, and writing.

Classes are usually taught by individualized instruction using competency-based curricula. This allows open entry-open exit into the program.

As a student in a self-paced program, you may expect to:

- set your own pace for learning the course materials
- schedule tests to measure your progress once you have learned the material
- set your own goals and complete them
- use all available resources and staff when needed
- develop a positive attitude towards learning
- actively ask questions and seek help when needed

## V. CLASSROOM POLICIES:

The Adult Basic Education instructors are responsible for maintaining an atmosphere conducive for learning in the classroom. Students are responsible for abiding by the following sample classroom policies:

1. Visitors are NOT allowed in the classroom. If someone needs to contact a student during class hours, he must go to the Adult Education Office and request that the student come to the office.
2. Radios, headsets, or beepers are NOT permitted.
3. Children/babies are NOT allowed in the classroom.
4. Eating, drinking or smoking is NOT allowed.
5. Hats are NOT to be worn in the classroom.
6. Unnecessary talking/disruptive behavior is NOT permitted.

## VI. EXPECTATIONS FOR ADULT BASIC EDUCATION STUDENTS:

We want you to get the most out of your education experience. In order to do that, we expect you to:

- learn the Adult Basic Education materials.
- make regular progress by attending class, studying and taking tests.
- set goals beyond your Adult Basic Education program completion.
- observe the school's rules/regulations.

## VII. RECOGNITION CEREMONY:

The following certificates are given to deserving Adult Basic Education students by the Adult Studies Department:

### Certificate of Attendance

A Certificate of Attendance will be presented to those students with exceptional classroom attendance. This certificate will be awarded on the advice of the instructor.

**Certificate of Achievement**

A Certificate of Achievement will be granted to students who successfully **achieve** the competency levels in the Adult Basic Education program.

**Certificate of Completion**

A Certificate of Completion will be granted to students who successfully **complete** the competency levels in the Adult Basic Education program.

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# ADULT BASIC EDUCATION
# STUDENT SIGN-IN SHEET
# DAILY ATTENDANCE REPORT

**INSTRUCTOR:** _____

**DATE:** _____

| NAME | TIME IN | TIME OUT |
|---|---|---|
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# ADULT BASIC EDUCATION
# STUDENT ACCOMPLISHMENT CHART

**STUDENT NAME** _____ **TERM/YEAR** _____

**COURSE TITLE** _____ **COURSE NO.** _____

**COMPLETION DATE** _____

| Performance Standard | Pre-test | | Learning Activities | Self-Check | Review Exercises | Post-test | |
|---|---|---|---|---|---|---|---|
| | Date | Score | | | | Date | Score |
| 1.01 - 1.03 | | | | | | | |
| 1.02 | | | | | | | |
| 1.04 | | | | | | | |
| 1.05 | | | | | | | |
| 1.06 | | | | | | | |
| 1.07 | | | | | | | |
| 1.08 | | | | | | | |
| 1.09 - 1.11 | | | | | | | |
| 1.10 | | | | | | | |
| 1.12 | | | | | | | |
| 1.13 | | | | | | | |
| 1.14 | | | | | | | |

**Instructor's Signature** _____

**Date** _____

# UNIT II: WORKING WITH ABE STUDENTS

## THE LEARNER WILL BE ABLE TO:

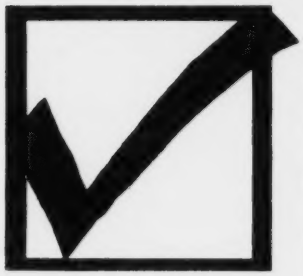
- ✓ **Discuss strategies for effectively working with Adult Basic Education (ABE) students.**
- ✓ **Identify methods of student support and motivation.**
- ✓ **Recognize teaching skills useful in the ABE classroom.**

The students in an Adult Basic Education classroom are a diverse group of students of many nationalities and of ages ranging from 16 to 70. Their skills are equally varied; some will be doing beginning reading, writing and math work, while others will be almost ready to move into the GED classroom. Most are here because they choose to be here, but some may have been ordered by the courts to attend ABE classes; this is a second-chance situation for them. The effective ABE teacher diagnoses individual needs and works with each student as an individual, not as a member of a group.

## *REGISTRATION AND INTAKE:*

Registration and intake into the program should be tailored to meet the needs of a system and is often done so on the basis of size and funding. When a student makes contact with the school, ideally arrangements will be made for placement testing and orientation before s/he comes into the classroom. However, in smaller districts, the ABE instructor is often responsible for both. Described below is a method used when large numbers of students must be processed and the TABE is the assessment instrument being used.

At the point of contact, clerical staff will give the student an appointment for testing and orientation. These sessions are offered one day each week. Punctuality is emphasized: the student is told that if s/he is late, s/he will be rescheduled since the TABE is a timed test.



On the day of the appointment, the student's ID is checked before testing starts. The TABE locator is started approximately 15 minutes after the scheduled arrival of students. While the students are taking the locator, a clerical staff person completes as much of an appointment sheet as is possible. The specific time may need to be inserted once the locator has been scored.

After all students complete the locator, an advisor presents a general orientation to the group. The information should be geared for all three adult education areas: ABE, GED, and Adult High School. It should include information on the differences among the three programs, student parking, student discipline and grievance procedures, lab facilities, disabled student services, career planning services, child care, and any other information deemed necessary. After this, the students are given a short break before returning to complete the TABE. Later they will be given a 30 minute lunch break.

Meanwhile, the test proctor is grading the locator and preparing the proper level of test for each student. Occasionally, part of the TABE is waived depending upon locator scores. Simultaneously, the clerical person is completing each student's appointment sheet based on the locator score. Adult High School and GED students will be scheduled together for a second orientation. The ABE students will have their second orientation apart from GED and AHS. Occasionally a student will need to be rescheduled when the total battery score is obtained and found to be higher or lower than the locator had indicated it would be.

During the ABE group orientation, the student is given information about different learning abilities, the ABE curriculum, competency-based self-paced instruction, classroom policies, the school's expectations for the students, and the annual ABE recognition ceremony. The results of the TABE are reviewed on a general basis and each student is given a copy of his/her scores to present to his/her instructor for further review. After all is completed thestudent is told when and where to report for the first class. Then the student is given a

schedule and a registration form. Both the advisor and the clerical support person are there for assistance in selecting classes and completing the registration form.

If you are teaching at a community site or in a smaller district, it may be that you, in your individual classroom, are responsible for placement testing and giving orientation information. Your coordinator will give you information on testing. You may want to develop a written packet of information to give to each new student using some of the suggestions above for content.

## *ASSESSING INDIVIDUAL STRENGTHS, WEAKNESSES AND SPECIAL NEEDS*

Placements tests such as the Tests of Adult Basic Education (TABE), the Adult Basic Learning Exam (ABLE), Basic Skills Assessment Program (BSAP), or the Minimum Skills Test (MET) provide a statement of the student's strengths and weaknesses in the academic skills areas covered on the test. Teachers are also encouraged to have the students self-identify their strengths and weaknesses through discussions, self-rating charts or short answer questions because adult students are very often aware of the gaps in their learning. Experienced teachers suggest the following.

### ★ Identifying strengths and weaknesses

1. While many students will give an accurate accounting of their strengths and weaknesses, sometimes a student will be in denial about weaknesses or exaggerate strengths. Talking over the student's written comments and comparing those to actual work done in class helps the teacher enable the student to clearly understand the work facing him or her in the classroom.

2. Teachers should not assume that students are deficient in all areas of study or that they are deficient in all aspects of one area. Many times students have real skills they have developed outside the classroom that enable them to work effectively in academic areas. If a student claims to be more skilled in an area

than the placement test indicates, assign the student a mastery test in that area. You and the student will then be able to arrive at a clear assessment of her skills.

3. Ask students, "Is there anything that really gave you trouble when you were in school before?" Letting the students self-identify troublesome areas enables you to assess attitudes and feelings, things no placement test addresses. You can assure them that they can take as much time as they need to learn a concept or area, that you have extra materials for them as reinforcement, and that they will get your individual attention as they work in the area. Easing fears is an important aspect of your early work with students.

4. Adjunct instructors are encouraged to ask other teachers about teacher-made tests that can be used to give you more information about a student's skill in a given area or which can serve as practice tests before he is retested for mastery.

## ★ Identifying test anxiety

The Adult Basic Education student experienced a lack of success in earlier educational experiences. Many have test anxiety and are very uncomfortable taking tests. It will help if you remind them how you use the test scores and that you will help them overcome their anxiety before they are retested. Whenever possible, avoid the word "test".

Explain the source of test anxiety as our need to do well when we are being evaluated. Share with them the following teacher's comment, "You can give a piece of paper that says "Worksheet" on it and I will tackle it and complete it quickly. Give me the same paper with the word "Test" on it and suddenly I am not sure I can do the work, I'll delay starting the work, and I'll experience nervousness." Test anxiety is not unusual.

Ask the students, "What would you do if you knew you could not fail?" Behaviors often change when we know there is no risk. And while students must take a test to show progress, the tests at the ABE level are not an issue of passing or failing. They merely show progress. Reminding students of this can also lead to more confidence.

## *MOTIVATING ADULT STUDENTS*

There are a variety of ways to motivate students, and this is an important job of the adult studies instructor. Because of the failure they faced in traditional school settings and the number of skills they must master, adult education students need to know that they are important class members and that they are making progress in their studies. A new adjunct instructor might try the following:

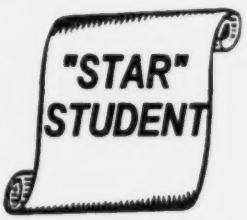
1. Every day that students come, make certain to greet them as they enter, to spend some time personally with them during class, and to say good-bye as they are leaving. Use the information from discussions or writing assignments to prompt questions about where they work, their children, their activities. Personal attention makes a student feel included which can help with student retention. It can also reduce any fears he may feel at returning to school.

2. Know the composition of your class, read the magazines they are reading, listen to their music, learn the names of the popular singers and groups, and watch some of the same television shows they watch. These experiences enable you to discuss current music, magazines or television programs with them, allowing you to establish a rapport with the students and making the classroom a friendly place to be.

3. Write everyone's birthday on the wall calendar. Don't make a big event of birthdays, but perhaps acknowledge them with a computer-made card sent to their home or placed in their student folder, being careful that everyone gets the same card.

4. On the day of registration, have light refreshments available in your room and invite students into the room so they become familiar with it before their first day in class. Send a note to returning students reminding them of registration and inviting them to come have some refreshments.

5. Establish a classroom award system if the institution doesn't have one in place. Computer-made certificates make it easy and inexpensive to recognize attendance, effort, mastery, class leaders, etc. Remember that some adult students were never "stars" in their earlier school settings; a certificate may be something they have never received. You can decide each term whether to have a ceremony or to quietly place the certificates in their student folders. Remember to award certificates only when they are deserved and to put copies of them in the student's permanent folder. If you have to write a letter in support of a student, mention of a certificate for something special is an effective component of a recommendation.




6. Use field trips as a way to extend their knowledge of places and information. Experienced teachers called such trips "a real motivator." You must check with your supervisor on the institution's policies and procedures for field trips. You may need to get permission slips from parents or guardians for students under 18.

   You will want to arrange for a substitute teacher for your class because some students may choose not to go on the trip and because you may have new students arriving for their first day of class. Planning ahead means that those not going on the trip will not feel left out and will signal to new students that you were expecting them and have taken care to see that someone welcomes them to your class.

7. When students have been attending class and then suddenly do not return, experienced teachers try various ways to contact them and encourage them to return.

a) Some send a computer-generated flyer that says "We haven't seen you in a while - we miss you. Come back soon."

b) Others call the student. Instructors must be cautious in what they say on the phone if anyone other than the student answers the phone. Information on the student's attendance and progress in the class is confidential information protected by the Family Educational Rights and Privacy Act; this means that no information can be given to anyone but the individual student. Just ask to speak to the student or to have the student return a call.

c) While some instructors have mentioned picking students up to bring them to school, this is not recommended. Not only is this dangerous, it is typically against an institution's policy. You are encouraged instead to try other ways of getting a student to class.

d) If an instructor has reason to believe the student is on the school grounds although not in class, and if the instructor has an assistant in the class, the instructor might want to check the spots where students tend to hang out to see if the student is there. Great caution must be taken that your conversation with the student does not embarrass the student in front of his or her friends.

8 Find inexpensive ways to treat your students. Make holidays special - perhaps by showing a movie. Many of the adult education students are busy people who do not get to movies very often, so this may be a special treat for them. The institution may have a resource library where you can get films and may also have policies you need to follow. Another way is by providing something to drink such as coffee, hot chocolate or iced tea.

9 If a student appears anxious about a learning task or assignment, try modeling how you would handle the task, letting him see how you learn, how you find the key points in the paragraph, or work a problem and proof it, and even how you approach a test. He will now have a model to follow which can serve as a safety net for his insecurities and remind him that few among us learn with no effort or fear.

## *MOTIVATING THE OLDER ADULT STUDENT IN A CLASSROOM OF YOUNGER ADULTS*

The ABE classroom welcomes students of all ages and experiences. The diversity is one of its nicest characteristics, but it presents the teacher with some challenges. One of those is handling the disparity in attitude and behavior between the older adult (25 and older) and that of the younger adult (16-24). Experienced teachers have identified the following suggestions:

1. Make certain to spend time with each older adult every day. Do direct instruction as needed, but discuss topics with them that might not be of interest to the others: family issues, job issues, national topics.

2. Encourage the older student to form a friendship or working group with one or two other, more mature students. This friendship eliminates the feeling of being out-of-step with the younger students and provides a social outlet for discussion and breaks.

3. Relate the skills to be learned to everyday life. Explain how they will be using fractions in their day-to-day life. Ask them to write an essay on a problem they are trying to solve at home or work; select reading materials that center on home repair, job potentials, health issues.

4. Build learning experiences around problems to be solved. Malcolm Knowles, author of *The Adult Learner: A Neglected Species*, states that adult learners "would see as much more relevant a curriculum that is organized around problem areas." Teachers would create a learning unit that stems from a problem to be solved. The process of learning in the unit would begin with students identifying the information or skills needed to solve a problem, then researching to find that information or skills and learning them. Success comes from solving the problem. Using problem-based learning experiences is similar to teaching contextually, working with the special skills

and/or knowledge the student brings to the classroom, but the teacher will need to develop specific learning units which leave open the solution of the problem. Acquiring knowledge and skills to solve a specific problem not only makes the learning pertinent to a real situation but involves active learning, a style of learning conducive to efficient learning.

## *BEING SENSITIVE TO THE BACKGROUNDS OF THE STUDENTS*

Watch your comments during discussion of controversial issues. Some experienced teachers are even more blunt: their policy is to NEVER voice opinions on controversial issues. We may not know the experiences our students have had and our opinions may erect a barrier between the student and us. Focus instead, on the positive and on what the student is doing now to change his life.

## *DEALING WITH ADULT STUDENTS AS THE ADULTS THEY ARE*

Adult education students at the ABE level are adults who have been living busy lives and coping for many years. For many the traditional school setting was not a successful one, we want them to feel differently about their experience in adult education. Being respectful of them, acknowledging them as equals, making them a partner in developing the learning plan they will follow - all of these are ways to begin. The key point is that even though students may be working on an elementary task, they are adults and **teachers must take care to never talk down to them.**

One of the difficulties teachers face is finding workbook materials that have a reading level appropriate to beginning or lower-level students but which are presented in a manner befitting an adult. The issue is to have the student satisfy the performance standards, it is not that they must do a particular worksheet or page in a text. If you think the material in a given worksheet will insult the maturity of your students, redo it or find another way to present it.

Teaching concepts from a contextual approach solves this problem because you find another source from daily life that teaches the same concept. Use grocery ads or recipes, teach triangles by working with a roofing exercise or by laying tile. Take advertisements from a paper or magazine. The worksheets or workbooks we use must have respect for the student and materials that are not appropriate to the student's age need to be changed. It's one way in which a teacher is able to create a **positive classroom**.

## *HELPING STUDENTS DEVELOP CONCENTRATION*

Many teachers report that adult education students are easily distracted and that finding ways to help them maintain focus is important. For example, some teachers allow students to bring their headsets into the room and listen to music as they work. The teachers believe headsets help students focus by blocking out the distracting environmental noises. If we look at current theories of learning, we find researchers discussing the impact learning to music can have on retention. The difficulty is finding a sound level that will not disturb others. New adjuncts are encouraged to consult with their coordinator on their institution's policies.

# ABE TEACHER SKILLS

What special traits help a teacher be successful in an ABE classroom? Experienced teachers suggest that ABE teachers need to be:

1. **FLEXIBILE:** From the open-entry/open-exit policy of adult education classrooms to the diversity of student needs, the characteristics of adult education classrooms require that teachers be flexible. Teachers must get used to sporadic attendance by the students, must often adapt assignments to fit students' special needs, must move between students and topics with ease. The self-paced classroom requires a teacher who can handle a student-centered learning environment with students encouraged to make real choices in directing their own learning.

2 **PATIENT:** Students learn at different rates and the self-paced classroom encourages students to take as long as they need to master a given skill or topic. Teachers must be willing to go over a concept many times with a student. Patience is also needed in student-teacher interactions. Because their past educational experiences have often been negative, adult students relish attention from the interested adult education teacher. A patient teacher understands this and supplies it.

3 **FRIENDLY:** A warm smile and a sense of humor go a long way to making the adult education classroom an inviting environment. Adult students need to be welcomed every day to a world which thus far has been less than friendly toward them and their needs. In addition, they often face a huge task: learning in a relatively short time all that others learned in twelve years of school. The teacher's friendly nature and encouraging attitude help them remain dedicated to their goals despite the hurdles they must overcome.

4 **ORGANIZED:** Working in a self-paced classroom requires that teachers be organized both in maintaining supplies and learning activities for students and in maintaining student records. The classroom must be organized to function smoothly with students having easy access to material that they need. The teacher must be able to wrap up one day's class and have an organized environment ready by the time the students walk in the door the next day. Last, and most importantly, teachers must maintain organized records of student mastery of performance standards.

5 **TIMELY:**Teachers must model timeliness in coming to class, in grading papers, in following through on a promise.

6 **HONEST:** Adults can recognize when someone is being dishonest with them. While tact is necessary, adult education teachers demonstrate respect for the student when they are honest in all matters.

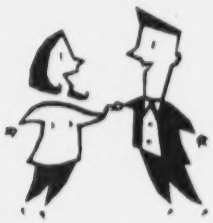
7. **A GOOD LISTENER:** "An adult education teacher needs to be a good listener rather than a good talker," said an experienced teacher. Students often experience the first positive classroom environment in an adult education classroom, and they want to share with their teacher. A teacher needs to be able to listen non-judgmentally, to listen to what is not being said as well as to what is being said, and to listen to the whole classroom while working one-on-one with a student.

8. **NON-JUDGMENTAL:** The personal lives of the students in an adult education classroom have often been difficult and usually involve diverse social behaviors. Teachers must be able to work with students without judging them. Focus on what the students are doing to make their lives better and the positive steps they are taking today.

9. **FIRM:**Teachers must be flexible but must also be able to hold to established policies. Role-modeling includes understanding that policies sometimes can not and should not be changed.

10. **ABLE TO TEACH IN A NOISY CLASSROOM:** While noise can be especially disrupting to older students, experienced ABE instructors acknowledge that a self-paced classroom often has constructive noise going on. Students working together must talk aloud; students coming and going on their personal schedules mean that movement and noise are present; teachers working with one or two students on a given learning task create noise. The issue is not to have a silent classroom, but to create a classroom where the noise does not bother the students. Students distracted by noise might want to try wearing earplugs; others put their headsets on and listen to music while they work. Teachers can teach everyone to talk quietly and can use selective listening while they themselves work. If learning is occurring, the noise should not be a hindrance.

# SAMPLES OF STUDENT RETENTION LETTERS



**Hello _____,**

**I noticed that you enrolled in my class and I haven't met you yet. If you have questions or concerns, please call the Adult Education office at ___-_____. You might choose to stop by room #_____ on _____ at _____. I'll look forward to seeing you soon.**

**Sincerely,**

**Instructor of Adult Education**

**********

**Dear _____,**

**I have missed seeing you in class. I've been wondering how you are and if you have made any progress with your school work? If I can be of any help, please call me at ___-_____. Leave me a message, your name, phone number, and the best time to call you. I hope to see you or hear from you soon.**

**Sincerely,**

**Instructor of Adult Education**

# UNIT III: WORKING WITH ABE CURRICULUM

## THE LEARNER WILL BE ABLE TO:

- ✓ **Develop a student work plan from the state performance standards and student placement test results.**
- ✓ **Understand the state performance standards.**
- ✓ **Write a prescription/course of study using placement test results and the state performance standards.**

The **Statewide Frameworks** or **Learning Outcomes** are skills mandated by the state to be taught to the adult learner. The curriculum is broken down into two areas: **Basic Skills** and **Functional Skills**. The Basic Skills curriculum covers reading, math, language, social studies, science and health. The Functional Skills curriculum covers skills that enable the adult learner to function in their daily life. For example, they will learn how to fill out a job application or how to read a bus schedule.

In the curriculum being used in 1996, for example, there are 150 reading performance standards, 244 language performance standards, 302 math performance standards, and 160 functional skills performance standards. Adjunct instructors need to be familiar with these standards and should know how the work assignments in each textbook correlate with these outcomes. Your program coordinator should see that you have access to the Statewide Frameworks because the state expects that your classroom work will result in student mastery of them.

Ask your coordinator how the performance standards are used in your institution. Do students do only those assignments in a given area that are identified by the teacher, based on the placement test results? Or do students complete all worksheets and learning experiences as a review of those skills they already have? Experienced teachers report that students will

sometimes say that they know a concept well, that they just had a bad day on the day of the placement test. Giving the student a mastery test allows the student to try again. If the student performs well on the mastery test, little time is needed on that skill or concept.

Since students entering adult education classrooms have already been to school and are functioning with a certain degree of success in the world, they will already have mastered many of the standards. Placement tests such as the Test of Adult Basic Education (TABE), the Adult Basic Learning Exam (ABLE) and others measure students' strengths and weaknesses, but many experienced teachers encourage new teachers to develop their own ways of assessing so that a student begins instruction with the curriculum frameworks. Some provider agencies have developed pre-and post-tests which are administered in the classroom. Others use mastery tests provided by the publisher of the currently used textbook. We want our students to begin work on areas where they need help, not on already mastered material. Ask your coordinator what is traditionally done in your institution.

After setting up the student's folder, determine in which area of the ABE curriculum the student should begin work. Explain to the student why you conduct a second diagnostic instrument and explain how its results will be used. Determine if the student should complete the entire instrument, or if you want to grade each unit as the student completes it. Consider these guidelines:

1. ***Does the student seem particularly worried about taking the new test?***
   Has it been a long time since the student was in school? If reminding the student that it is not a pass/fail situation does not ease the student's tension, perhaps it would be wise to grade the test after each sub-test, or component by component. The frequency of your interaction with the student during this first phase of work allows you to praise the student's strengths and provides breaks which may help ease his or her tension.

2. ***Did the student score more toward the upper end of the scale on the placement test?***

Allowing the student to take the entire pre-test/set of diagnostic exercises implies that you believe he or she will do well and so can progress uninterrupted through the test.

As you grade the work, use a chart similar to the Accomplishment Chart included here. Mark the score the student received for each sub-test or exercise. Because adult students are very goal oriented, a chart showing them what they already can do and what they need to do helps them remain focused over a period of time. At the same time, use this opportunity to find out more about the students. Was this segment difficult for them? Do they work? How many hours? Where? Why did they return to school?

If the student's score is 89% or below, he needs to work on the skill to reinforce or teach that concept. If the student scored a 90% or above, he should be exempt from having to work on that performance standard. However, experienced teachers recommend that you have these students complete a few exercises on the concept when they are almost ready to take the placement test. Reviewing the concept may be sufficient to boost their score.

## *LEARNING ACTIVITIES*

If you are teaching in a school setting, try to set up learning activities in the classroom. Learning activities are those exercises, assignments, or projects students will engage in to gather information and practice using the skill or concept. They may read a story and answer specific questions on the content to demonstrate literal understanding of sequence of events. They may create their own story that involves events occurring in a chronological order. They may watch a movie and plot out the events. They will also engage in some activity to demonstrate mastery.

New adjunct instructors need to take time to go through the available textbooks and packets of assignments to match the performance standards with the materials, and you probably should not expect it to be done for you when you arrive. One teacher makes a copy of each table of contents and lists each performance standard that is covered in that text. We have included a sample for you.

There are two reasons for taking the time to do this matching. First, because the adult education classroom is individualized, you need lots of exercises and activities. Listing the performance standard covered on the learning activity means that students automatically know why they are doing the assignment. Making these assignments easily accessible to students means that a student who recognizes that she needs more work on a skill or concept can go immediately to the file cabinet and select another assignment to do. She doesn't have to ask you for more work. It also means that when you are busy with a student, she can pick up an assignment and stay busy until you become available. Goal-oriented adult students appreciate the sense of direction this matching gives.

Second, you need to have this matching done in the event that your agency or school is audited by the state. The auditor will want to see that everything your students are doing is helping them work to master those performance standards.

Many adult education classrooms contain a myriad of learning activities a teacher can use. Sometimes, however, adjuncts will be assigned a classroom with only the bare essentials in learning activities and the adjunct will need to create new ones. This is the perfect time to tap into the students' special interests. Old encyclopedias written at an appropriate level can be used. Teachers can design questions or activities to accompany the article. If a student is interested in becoming a house builder, designing math exercises that have the student studying the classroom or building construction can spark an increased interest in doing the work because the student is learning in a very practical manner.

Individualized instruction does not free the teacher from the role of providing direction to students. With the new student, you will want to take time to walk her through the system - signing in, getting her folder, deciding what to work on each day, getting the textbook, workbook or packet, and settling down to work. Explain to students what the performance standards are and make certain they understand what the skill is before they begin to work on it. For example, you can say, "Today you're going to learn about prefixes - little words put on the front of another word that changes its meaning." Give the student an example and let him or her identify one. You might want to help the student work through the first few items in the assignment. You can assess whether a student can do a few of the exercises to begin with and then let you check the work, or whether you want to do some teaching and then let him or her go forward independently. If the student scored less than 90% on the pretest on that concept, you should probably allow time for some one-on-one didactic instruction, or pair the student with someone who is reviewing the material before his mastery test; this student can become a peer tutor to the new student.

**Several things are happening here:**

**(1) Didactic instruction as needed;**

**(2) Encouragement for the hesitant student or for the student who really dreads this subject or skill;**

**(3) Teacher modeling what to do when the student gets stuck;**

**(4) Helping the student to understand the importance of doing her or his best on the assignment without cheating.**

This is the time to remind the student that grades are not an issue in the ABE classroom. Teachers must record scores earned, but those are never averaged together to give an over-all grade, unlike in traditional schools. Students must master the concept well enough to "pass" it on another test. Cheating - by looking the answer up in an answer key, or asking another student for the answer - gets the student nowhere. When re- tested, the student will not pass on that performance standard and will have to come back for more work.

This leads you into talking about *self-monitoring*. Educational theory tells us that learners learn most efficiently when they learn to monitor their own learning. Helping students learn to evaluate whether they can move forward to the next section, need to do another exercise, or need to meet with you for additional instruction can do a great deal to foster motivation. Students do not have to worry about keeping up with anyone else in the class. They are free to take as much time as they need to master the concept and need not be embarrassed at seeking more help.

It is important that students experience success early in their program. Success breeds self-esteem and self-esteem frees the brain from anxieties about learning that can hinder performance that leads to success. As you work with students on the first exercise, you can judge the appropriateness of the level of work to the students, adjusting as needed so that they succeed.

## *SUGGESTIONS*

### *1. Take time to read aloud with a student.*

Sometimes you may read first, sometimes the student reads first. Sometimes you read a section and then you have the student read the same section. This is done to show the student inflected words and correct pronunciation. It also allows a teacher to hear how a student reads, which may provide clues on why students are missing important information from a reading selection. This can also be done with a tape recorder: the teacher makes a master copy of a selection, dividing it into segments. The students may listen first and then reread sections orally, or listen to the whole selection and then read it silently. You might provide a few audio tapes so students can record themselves reading, and you and the student can talk about the effectiveness of the student's reading.

### *2. Encourage students to read to their children at home.*

Many educators believe that reading aloud to children on a regular basis is the most important thing parents can do to support their children's literacy development. This will also benefit the parent. Reading to children at home motivates the parents and the children and increases the parents' self-esteem.

### *3. Adult students like choices in their work.*

The literature tells us that this is one way of empowering students. Allowing them to take control by giving them choices of how to do assignments, the order in which they must work through a series of performance standards, the choice to work alone or with a partner, or even the instructional methodology by which they will input the information they need to learn, increases motivation and self-esteem. We don't have to work in a district which provides us lots of materials and money with which to create learning activities; creativity can mean finding a new and inexpensive way to approach a task. It is tailoring an assignment to meet the needs of the individual student that is most welcomed.

### *4. When working with lower level students, remember to break larger tasks down into smaller units that will seem more manageable.*

You can encourage them to do it one step at a time, to walk their way through it, and that will remind them that big things are accomplished a little bit at a time. It is very important the student does his or her work in sequential order. Adult learners frequently skip pages as they do their work.

### *5. Students can also learn when you teach others.*

If John is almost ready to learn how to figure simple percent, but Julie is ready now, invite John to take a break and listen in on your explanation. This will begin his learning and send a powerful message to him of expected success. You know he's nearly ready for this and you know he's going to be able to grasp it.

# ACTIVITY:

## DEVELOPING A STUDENT PRESCRIPTION

As a classroom teacher, you will start with the student's placement test results which should identify those skills on which the student demonstrated mastery and those not mastered. Using this information, you will create a plan of study, also called a prescription, that clearly sets forth the work the student will do in your class.

Typically, that information is put on a chart which will show the assignments the student is to complete in each content area (math, language, reading, social studies, etc.) and the scores received on those assignments. The assignments should be referenced to your institution's **performance standards,** so that the scores show the progress the student has made toward mastery.

### ABE CURRICULUM INTENDED OUTCOMES EXCERPT

Demonstrate the ability to apply the skills of reading, speaking, listening and observing to meet the needs of everyday living.

### ABE PERFORMANCE STANDARD CLUSTERS

| | |
|---|---|
| 1a | The student will demonstrate readiness skills (1.01 - 1.06) |
| 1b | The student will demonstrate knowledge of a basic vocabulary as determined by a specific word list (1.07 - 1.08) |
| 1c | The student will recognize sounds and their association with letters (1.09 - 1.14) |

## ABE PERFORMANCE STANDARDS

1.01 use left to right eye movement

1.02 recognize likeness and differences

1.03 orally identify picture objects

1.04 identify the leggers of the alphabet

1.05 listen and join in classroom discussions

1.06 listen and follow simple directions

1.07 identify frequently used words on sight

1.08 identify the meanings of frequently used words presented in context

1.09 identify initial sounds

1.10 identify signal vowels, vowel combinations, and vowel-consonant variants

1.11 identify single consonant sounds

1.12 identify consonant blends and digraphs

1.13 use correct pronunciation in oral reading

1.14 demonstrate knowledge of syllabication and dictionary pronunciation

In this exercise, you are going to design a prescription or course of study. On the following pages are a Student Multi-Referenced Report, an analysis of a student's scores on the TABE. It identifies skills mastered and not mastered. Spend some time analyzing this student's reading scores and the performance standards that must be mastered. Then design a general statement of the approach you will take with the student.

# STUDENT MULTI-REFERENCED REPORT

FLORIDA COMMUNITY COLLEGE TABE 87
NAME: **ALICE LIDDELL**

| | NR | NA | SS | GE | OM |
|---|---|---|---|---|---|
| **VOCABULARY** | 24 | 30 | 770 | 9.5 | 80 |
| **READING COMP** | 30 | 40 | 754 | 8.4 | 50 |
| **MATH COMP** | 45 | 48 | 765 | 6.9 | 100 |
| **MATH C & A** | 34 | 40 | 713 | 5.9 | 67 |
| **LANGUAGE MECH** | 19 | 30 | 717 | 8.2 | 40 |
| **LANGUAGE EXP** | 34 | 45 | 724 | 7.9 | 57 |
| **SPELLING** | 28 | 30 | 767 | 12.9 | 100 |
| **TOTAL READING** | 54 | 70 | 762 | 9.0 | |
| **TOTAL MATH** | 79 | 88 | 739 | 6.5 | |
| **TOTAL LANGUAGE** | 53 | 75 | 721 | 8.1 | |
| **TOTAL BATTERY** | 186 | 233 | 741 | 7.7 | |

| | |
|---|---|
| **READING LEVEL** | D5 |
| **MATH LEVEL** | E5 |
| **LANG/SPL LEVEL** | D5 |

| | GED | (PREDICTED) | GED |
|---|---|---|---|
| **WRITING** | 44 | **SCIENCE** | 47 |
| **LIT/ARTS** | 47 | **SOCIAL STUDIES** | 47 |

**NR=NUMBER RIGHT** **NA=NUMBER ATTEMPT**
**SS=SCALE SCORE** **GE=GRADE EQUIV**
**OM=OBJECTIVES MASTERED**

| OBJECTIVE | RIGHT POSS | MST LVL | %CORRECT STD |
|---|---|---|---|
| **VOCABULARY** | | | |
| SYNONYMS | 6/7 | + | 86 |
| ANTONYMS | 4/4 | + | 100 |
| HOMONYMS | 4/4 | + | 100 |
| AFFIXES | 4/4 | + | 100 |
| WDS IN CONTEXT | 6/11 | - | 55 |
| **SUBTEST AVG** | | | **80** |
| **READING COMP** | | | |
| PASSAGE DETAILS | 9/9 | + | 100 |
| CHAR ANALYSIS | 4/4 | + | 100 |
| CENTRAL THOUGHT | 6/9 | P | 67 |
| INTERPRET EVENT | 5/8 | - | 63 |
| WRITING FORMS | 0/3 | - | 0 |
| WRITING TECHNIQ | 6/7 | + | 86 |
| **SUBTEST AVG** | | | **75** |
| **MATH COMP** | | | |
| ADD WHOLE NO | 8/8 | + | 100 |
| ADD DECIMALS | 4/4 | + | 100 |
| ADD FRACTIONS | 3/4 | + | 75 |
| SUB WHOLE NO | 8/8 | + | 100 |
| SUB DECIMALS | 4/4 | + | 100 |
| SUB FRACTIONS | 3/4 | + | 75 |
| MULT WHOLE NO | 8/8 | + | 100 |
| DIV WHOLE NO | 7/8 | + | 88 |
| **SUBTEST AVG** | | | **94** |
| **MATH C & A** | | | |
| NUMERATION | 8/8 | + | 100 |
| NUMBER SENTENCE | 6/6 | + | 100 |
| NUMBER THEORY | 5/6 | + | 83 |
| PROBLEM SOLVING | 8/11 | P | 73 |
| MEASUREMENT | 3/5 | - | 60 |
| GEOMETRY | 4/4 | + | 100 |
| **SUBTEST AVG** | | | **85** |

| OBJECTIVE | RIGHT POSS | MST LVL | %CORRECT STD |
|---|---|---|---|
| **LANGUAGE MECH** | | | |
| NOUNS, PRON, ADJ | 4/4 | + | 100 |
| BEG WDS/TITLES | 2/4 | - | 50 |
| PERIOD, ?, ! | 2/4 | - | 50 |
| COMMA, :, ;, " " | 3/10 | - | 30 |
| PROOFREADING | 8/8 | + | 100 |
| **SUBTEST AVG** | | | **83** |
| **LANGUAGE EXP** | | | |
| PRONOUNS | 4/4 | + | 100 |
| VERBS | 4/5 | + | 80 |
| ADJECTIVES, ADV | 5/5 | + | 100 |
| SENTENCE RECOGN | 6/6 | + | 100 |
| SENT COMBINING | 5/9 | - | 56 |
| TOPIC SENTENCE | 6/10 | - | 60 |
| SENT SEQUENCE | 4/6 | P | 67 |
| **SUBTEST AVG** | | | **76** |
| **SPELLING** | | | |
| VOWEL SOUNDS | 10/12 | + | 83 |
| CONSONANT SOUND | 8/8 | + | 100 |
| STRUCTURAL UNIT | 10/10 | + | 100 |
| **SUBTEST AVG** | | | **81** |
| **TOTAL AVG** | | | **81** |

+ = MASTERED
P = PARTIALLY MASTERED
- = NOT MASTERED

BATCH 123456-78
TEST DATE 01/31/96
RUN DATE 01/05/96

ID NUMBER -
2121311999
CODES A-J

# UNIT IV: TEACHING ABE STUDENTS

## THE LEARNER WILL BE ABLE TO:

- ✓ **Identify different teaching strategies which are effective in an Adult Basic Education (ABE) classroom.**
- ✓ **Recognize ways to work effectively with print-based materials.**
- ✓ **Know the components of a Whole Language Appraoch to teaching.**
- ✓ **Understand how learning styles impact student learning.**
- ✓ **Know several ways to teach to a variety of learning styles.**
- ✓ **Identify various ways to effectively use volunteers in the classroom.**

## *PRINT-BASED INSTRUCTION*

Teachers should try a variety of instructional methodologies with their students to tap into the various learning styles and to provide variety. However, having students work on individualized, print based materials allows an instructor to work individually with one or two students while the others work on their own. Because many students need extra time on task and extra explanations of materials, the individualized, print based approach to learning is a dominant approach taken in the adult education classroom. There are a variety of ways to handle this.

### *1. Make it meaningful!*

In addition to using the materials the school provides, teachers should encourage students to bring materials from their job or home: a training manual they must learn, an application they must complete, the driver's license book they must study. Students feel they are making progress on their personal tasks, and you will find that you can teach much of the ABE curriculum from these materials.

2. ***Allow students to keep a spelling list of words they encounter in their personal lives.***

   The list is kept in their folder and used for spelling and writing exercises.

3. ***Not every student needs to do every assignment nor every part of an assignment.***

   Tailor your demands to the student: some will need only do a part of an assignment to review a concept; others will need you to sit beside them while they do half the assignment, then can be asked to do half on their own. Some can do the assignment orally while you or a volunteer record their answers. Some can be told to do only the most difficult part of the assignment. The score on the assignment or the amount of work completed is not the issue; you are only concerned that the student do enough to master the competency.

4. ***Remember, there is a difference between teaching and testing.***

   When teaching a student a new skill, don't revert to testing his skills.

## *WHOLE LANGUAGE INSTRUCTION*

The philosophy of whole language is based on a belief about how children learn to read and write: children develop these abilities naturally, much in the same way that they acquire oral language. The necessary skills are acquired inductively using authentic literature (novels, stories, poetry, essays written as literature rather than written specifically to be a component of a textbook such as a basal reader) for meaningful purposes in a setting rich in social interactions.

Kenneth Goodman was the pioneer of whole language in the early sixties. In an article published in "The Reading Teacher," in 1992, he states, "My research was aimed at understanding the reading process. I believed (and still do) that we could not have successful

reading curricula without knowledge of what reading is." His research was based on a view of education that was learner-centered, as well as personal and social, and learning occurred when the learner was involved in relevant and meaningful purposes.

A baby is not given formal instruction in how to talk. An infant learns when his mother responds to his cries, perhaps asking if he's hungry or if he wants to go bye-bye. She may show him his food source and say "bottle." The baby very quickly learns to associate things with words in the context of everyday life. Parents respond very positively to a toddler's first attempts at speech. When s/he says "ma-ma" or "da-da" for the first time, it is an event for celebration and responded to with much praise and affection. So, a child learns to speak naturally, not through a pre-determined curriculum. Whole language proponents believe reading and writing should be learned in the same way. How do we do this? There are many hallmarks of whole language instruction in both materials and methods.

As Adult Basic Education instructors we can incorporate whole language into our classrooms with only slight modification of our teaching materials and methods. Authentic literature, a supportive environment, choice in literacy activities, authorship, and methods such as LEA (Language Experience Approach), journal writing, and process writing are all adaptable to the ABE classroom.

For elementary grades there is great emphasis on using a good variety of children's literature to teach reading instead of using a standard reading series. Given the number of students we work with on an individualized basis and the need of most of our students to complete the course as quickly as possible, using only original works of literature would not be practical. However, it may be feasible for a student to choose one work of literature to focus on in addition to the text. A better use of whole language principles would be to use them in selecting your reading text. A text used in an ABE classroom should have content chosen with adult interests in mind, and it should be meaningful to the lives of the students, relating to jobs, families, friends, and leisure time, and to making their lives better. It should guide

them in the process of active reading and foster independent readers, students who choose to read both for pleasure and information. The text should include authentic literature, in its entirety or excerpts of it, with a very high interest quotient. And finally, it should integrate writing into each lesson.

Whole language also advocates a supportive environment, both physically and emotionally. The classroom should be a pleasant place, inviting students to "stay awhile." A bookshelf can be filled with all sorts of books from classics to popular literature. Books on raising children, culturally diverse books, and cookbooks are especially popular. Other teachers may have books from their homes they will donate and students also may want to contribute to the classroom library. Include children's books as well, so that parents can check them out to read aloud to their children. Do not put a beloved book on the shelf as there is a real possibility it may not be returned. It will be necessary from time to time to again ask for book and magazine donations to replenish the library.

Whole language also champions a supportive emotional environment. Penny Oldfather, an Assistant Professor at the University of Georgia and an investigator at the National Reading Research Center, writes about the importance of choice as related to ownership of reading and writing. "In a classroom that honored their voices, students were empowered. They made many choices about what to learn and how to learn, thus, they became personally invested and connected to their literacy activities" (Oldfather, 1993). Many opportunities for choice present themselves when instructing adult learners. For example, Sharlene, a thirty-five year old single parent had been a student for several months. Her attendance had been fairly regular, and she was highly motivated to learn, although learning is difficult for her. She and her instructor spent much time on each concept and skill. Then her attendance become erratic, she often came to class late and left early. The teacher observed that she was under stress. As part of welfare reform, Sharlene was mandated to obtain employment within a

certain time period and had chosen to pursue a career in a health-related field. In addition, she had to continue her ABE classes. One day she confided to her instructor that she had failed her first test which was based on the skeletal system. Immediately the teacher told her to bring her text in and they would work on that as part of her reading instruction. This simple act provided choice, meaningful instruction, ownership of the reading and writing process, as well as instruction in content literacy.

Linda Lamme, who teaches courses in children's literature and language arts at the University of Florida, writes about authorship being a key facet of whole language. She addresses teacher-student writing conferences stating "...teachers are tempted to give advice. This takes authorship away..." She goes on to say that good "conferences encourage both parties to discuss the piece and try out ideas, but the teacher is careful to ask questions instead of recommend changes. During content conferences, the teacher's main role is to listen..." and to repeat the student's story in a way that lets the student know the teacher is interested in hearing the writing (Lamme, 1989).

This can be applied in several ways in the ABE classroom. First, the instructor has the student read his/her writing aloud as the teacher silently follows along. The teacher instructs the student to read the writing exactly as it appears on the page. As s/he reads, the student often makes quick corrections as s/he hears them - as a matter of choice. The teacher does not correct mispronounced words unless the student asks. The teacher follows this same policy when a student reads aloud from sources other than his own writing, the only reason to correct the pronunciation is if it interferes with meaning. Later, the teacher can use the revision stage as an opportunity for instruction in grammar and language mechanics. Lamme proposes that the next step is student-to-student conferences and finally, process conferences in which learners confer with themselves about writing strategies.

There are three methods that adapt themselves easily to using whole language in the ABE classroom.

- **The language experience approach** is generally used with students who have a beginning or low level of reading. The student thinks of an experience s/he would like to share. The teacher elicits the story from the student and transcribes the student's words on a flip chart or the chalkboard. The teacher may read the story, have the student do so, or it may be a shared responsibility.

- **Journal writing**, another common method, asks students to spend their first five to ten minutes in class writing in a journal. Each student should have his/her own pad devoted exclusively to the journal. Students should be encouraged to express themselves on a topic of theirs or the teacher's choice.

- **Process writing** is described in the textbook Effective Reading Instruction. There are five steps: prewriting, drafting, revising, editing and sharing. The student should learn that revising is a "good thing" and that even published authors rewrite many times. The use of teacher modeling is effective in instructing students in each of the five steps as well as in choosing a topic. As you write, think aloud, allowing the students to listen to your thought processes (Leu and Kinser, 1995). Since ABE students are usually goal-oriented, the writing assignments should be tied to a performance standard to make them feel they are progressing.

Creative adult education instructors can find many more ways to adapt whole language to the ABE classroom. Perhaps there is a way to include thematic units. It is fine to combine a student's self-directed learning experiences with direct-instruction techniques, especially when students experience difficulty in a particular area of reading. Any reading skill or strategy can be taught within the context of a story or text as long as teachers remember in the final stage of instruction to return to the whole.

## *ORAL/SILENT READING*

Teachers often ask young readers to read aloud so that they can check for accuracy in decoding and pronouncing words and for understanding meaning. Teachers will want to check adult learners also, but experienced teachers find it works best with older students when it is done for another purpose. If the student has missed the answer to a question, he or she can be asked to read the paragraph aloud to the teacher to find the missing information. This allows the teacher to informally check oral reading skills. These students might remember being asked to read aloud in elementary school and knowing that their skills were not as good as others students' skills; or perhaps they were never asked to read aloud because the teacher knew they would not do well. Determine the student's level of comfort with oral reading before asking him to do it.

Experienced teachers encouraged reading **to** students so that they can hear effective pronunciation and interpretation, but suggest doing so under another purpose. Perhaps you can read aloud a book for which you have only one copy and you want all to hear it. Or, perhaps you can read aloud a paragraph and ask the student to find the missing information. In this situation, the student hears correct pronunciation and articulation, hears the teacher reading with interpretation, and has an opportunity to practice gathering information orally.

If you have access to a tape recorder for your classroom, you might consider dividing a reading selection into segments which you read and record. Students are then instructed to read a segment aloud, and then to listen to your reading of it. They can begin to hear how reading with interpretation clarifies meaning and maintains interest. Follow-up discussion about how to read with inflection, how to change voices can be done. Children's literature is especially good for interpretive reading, as are plays.

## *PROJECTS*

We know that many of our adult education students are hands-on learners who like to learn by doing Print-based materials are not really conducive to "doing " Instead, we need to involve our learners in projects requiring that they get up and move around, go someplace or do something There are many examples

a) Have students measure the desks in the classroom to determine perimeter, or have them determine the amount of carpet needed to cover the floor The innovative teacher can create projects that are often cost-free

b) Let students make charts of the number of students present today versus the same day last week, the hours of the day that most students attend, their progress through a set of assignments

c) Send students to a library with a specific assignment tailored to their skills Asking them to find books or articles on "seals" or "about the Civil War" exposes them to the library and allows them to begin to feel comfortable there

d) When we think of projects, we often visualize 3 or 4 students working together over a period of days or weeks on a given task Experienced ABE teachers remind you that adult students' attendance is sporadic at times and suggest you assign projects to pairs of students, rather than groups, and insure that the projects are short-term

Encouraging students to work together on a given assignment is recommended Because we know that learning is a social process, students working in pairs can support and tutor each other Teachers may need to assist students in learning how to work together (i e teaching each to do his or her fair share of the work), but experienced teachers find that group work helps motivate students to attend Remember, however, that not everyone enjoys working in a group, and you should not mandate that everyone work in a group The individualized nature of the

classroom suggests that we want to find the best way for **the individual** to learn, and that means selecting from a collection of methods.

## *HELPING STUDENTS USE THEIR PERSONAL LEARNING STYLE TO ENHANCE THEIR LEARNING*

When you watch students working in a classroom, how do you know that they are learning anything? You probably responded that we can see a certain behavior: the student can work a problem on her own, recognize on her own an error she made in her work, or identify a specific formula that should be used in solving a specific problem. You've watched yourself learn and your friends learn. You know that some days you quickly learn a piece of information and that other times you struggled for days to get it conquered. Learning is like that: some learning takes longer than others.

That's partially because of *interest*. Some people prefer to read historical novels, others want to learn about astrology, and others like to read about repairing engines. It's also because *not everyone learns information in the same way*, even if it is taught to everyone in the same way. One person likes to study in the morning, another after dinner. One person has to hear information to learn it, another has to read it and write it down to learn it. Some like to learn by getting busy doing something, others want to gather information and think about it.

We know that most instructors tend to teach the way they like to learn. The teacher who likes to learn by listening wants to talk about subjects with students: use questions and answers, or even a mini-lecture. The teacher who likes to learn by doing things tends to assign labs or projects.

When the teacher's methods are the same as the student's, the student tends to enjoy that class and likes to do the work for it. But when the method is not what the student prefers, the student probably will not understand why it seems harder to learn the information or why

he is struggling with the content. That's when one gets frustrated about having to do a visual representation of a book, or another dreads having to write an essay for the GED test. As students work to learn the skills needed which are offered in a way that is not their preferred way of learning, their frustration level can rise and their egos become bruised.

Teachers, of course, step in to assist the struggling student. They might talk to the student about the topic. It's a particularly effective method of disseminating information: it's fast and easy, the teacher can control the amount of information the student receives, and if the student doesn't interrupt, it goes exactly where and how the teacher wants it to go.

Is this really a lecture? Some would say that every time teachers answer a question from a student by *talking through* the answer for the student, or every time they work a math problem with the student watching, these are lectures: *one who needs to learn is listening, hopefully following along, but not actually doing anything.*

This is not bad. But you know that sometimes you talk through the information and the student looks at you and obviously has not understood. Or, the student nods, "Yes, I understand," and then proceeds to answer all the questions wrong or to work the problem incorrectly.

**Does it mean the explanation was not effective? Not necessarily.**

**Does it mean that the student didn't pay attention? Not necessarily.**

**Does it mean that the student is unable to grasp the information?**

**Not necessarily.**

We know that each of us tends to respond to stimulation (for example, information) in a way most comfortable to us. We **take it in** a certain way - by listening to someone talk about it or by reading about it. We **process it** in a certain way - by re-reading it to clear up confusion, or by joining in a group discussion about it. We **practice storing it** in a certain way - by talking through our notes, or by re-writing the information several times. We usually **prefer**

**to be tested in a certain way** - by an objective test, an essay test, or by completing a project. Your student's preference may be different from yours. How important is this difference to the learning process?

### ★Exercise:

**Do a short exercise right now. Clasp your empty hands together with your fingers interlocked.**

**Now, look at your thumbs. One of them is on top of the other. Some have the left thumb on top of the right thumb. Yours many be the right over the left. This has nothing to do with whether you write with your right hand or your left hand; it's just that when you clasp your hands, one thumb is always on top.**

**Unclasp your hands completely and then re-clasp them so that the hands have switched position and the opposite thumb is on top. Make certain you change your whole hand, not just your thumb.**

**Notice how that feels. People say it feels "weird" or "different." Unclasp your hands.**

**Now, cross your arms and rest them against your midriff. Don't just lay them across your stomach, cross them so that one arm is on top of the other.**

**Again, see which arm is on top. Now, uncross your arms and cross them so that the opposite arm is on top.**

For some of you, this is hard to do. For others, it was easy, but still doesn't feel right. That's because you're going against the natural preference your body has for the one side. We know that if you tried to change your preference it would take 21 days of constant practice before it would feel natural. That's to change a physical action. Think how much more difficult it would be to change a mental preference, such as our preference for dealing with material in a concrete form rather than a symbolic form.

This happens in problem-solving, too. We have a preferred method of solving problems and if our method doesn't work, we typically try it again the same way, hoping that it will work this time. It is only after repeated failure that we will switch our tactics - and then we do so reluctantly. In fact, we usually get frustrated if our "known method" does not work.

## ★Exercise:

**A man and a woman are standing side-by-side with their weight on their right feet. They begin walking so that each steps out on his or her left foot. The woman takes three steps for each two steps of the man. How many steps does the man take before their right feet simultaneously reach the ground?**

**Solution:**
**The man takes four steps.**

**This problem can be solved a variety of ways:**
**by a visual approach:**
**1) by mentally visualizing the walkers;**
**2) by actually drawing a diagram of the footsteps;**

**by a kinesthetic approach:**
**3) by using the fingers to simulate the walkers;**
**4) by getting someone to stand up and walk with you;**
**5) by drumming out the rhythm on the desk (using a 3:2 beat);**

**by a verbal approach:**
**6) 123/12 123/12 123/12 123/12**
**and saying right, left, right, right left/ left, right, left/right, left;**

**by a mathematical approach:**
**working out a 3:2 ratio**

**********

## ★Consider another exercise:

**A large piece of paper, the thickness of a piece of typing paper, is folded once, making two layers. It is folded again, making four layers. If you continue to fold it over upon itself fifty times, how thick is the fifty-times folded paper?**

**This problem might have been more frustrating to you because it can *only* be solved by a mathematical process. If you are not strong in math, or do not tend to think mathematically, you probably just gave up on the problem.**

**How thick is the paper? The paper would be 2 to the 50 power times the original thickness.**

**2 to the 50 power is 1.13e +015 - or - the original paper was the thickness of a sheet of typing paper, so the thickness would be 50,000,000 miles.**

Whether you solved the problems correctly is not as important as HOW you solved it. What if you had been told you HAD to solve the first problem mathematically? What if you had been told you HAD to solve it in your head? If either of those ways had been ones you did not prefer, you might have found yourself feeling frustrated, embarrassed, or even, simply giving up and not trying to solve it at all. These are learning modalities emerging here -- that preferred way you have of taking in and processing the information that you want to learn or that preferred way of solving problems. We can discuss learning styles in a variety of ways. But in the classroom, looking at learning from four modalities is a good way to begin.

Some people are **VISUAL** learners - they like to see everything in black and white. They need to SEE things written out on the board, on an overhead, or in a chart. They might like to WATCH something that shows the information: a video on a given topic or a movie that helps them see things that someone else can imagine mentally.

Some people prefer to **READ** about things; they often prefer words over images. One might say, "I preferred the book to the movie." They like to be able to look at it, analyze it, read about it before having to use it. Asking them to get into a group and immediately brainstorm solutions to a problem will probably be uncomfortable for them. Instead, they want information that they can read, go over, mark up, and re-read. Then they'll learn. They may take copious notes which they can re-read.

Others want to **LISTEN** to someone explain the information. They would like watching that video because they hear the information. Sometimes they take notes but probably not as many as others take. They probably also like being put in a group to discuss a set of questions or a problem; they might like study partners or study groups.

A third group of students learn by **DOING** an activity with the information. They are the ones who prefer to do an experiment or a project because they like handling items. If they are studying the planets, they want to see a model of the solar system, take it apart, they want to see an actual model of a heart so they can turn it over in their hands to see how it actually

works. These people also take a lot of notes, but it is the writing itself that helps them learn.

It is important to understand that we all can work from all modalities. It is just that we tend to unconsciously prefer to work in one of them.

In the adult education classroom, students work alone, at their own pace. It is part of what makes adult education programs successful for many people. They can come to class one day, work as hard as they can, not come the next day, and the next day come and work well for 2-3 hours and go home. And no one complains.

The end result is that 15 or 20 students come in and use the classroom, each in his or her own way. And when they are ready, they take a test to see if their skills have improved. The test may show that they are ready to move from ABE to GED, or they may be able to proudly say they now have their GED diploma.

How does most of the learning occur in an adult education classroom? According to many experienced teachers, it occurs through the use of *print-based materials*, with the student working alone, or the teacher working one-on-one with a student, or once in a while, a small group working together. But most of the time, all of these situations involve the use of print-based materials.

That's a good situation for the student who likes to read and learns visually. But, what if the student needs to *hear* the information? Or, what if she wants to *do something with concrete materials* to learn? When do we offer information from the modality these students prefer? Does it really make a difference? Yes.

If you provide learning experiences in a manner that correlates with Suzie's preferred way of taking in and processing information, she will probably work very comfortably in the class. If you provide learning experiences in a manner that conflicts with Suzie's preferred way of taking in and processing information, she may still be very successful. She may be able to

devise ways to convert the given information into the style she prefers. However, she may find herself working harder to succeed.

For many students, converting the information is a difficult task. For students in our adult education programs, it is probably an impossible situation. This may be one reason they were unsuccessful in their earlier attempts in school.

So when a student joins your class and seems not to understand the information he needs to learn, stop before you repeat the information in the same form. Spend some time talking with the student about how he learns things on the job or at home. Ask him to describe what he does. Listen to the language used, especially the verbs used to describe the methods he uses. Listen for: SEE, LISTEN, GRASP, WRITE, HANDLE, READ, RE-READ, RE-WRITE, PRACTICE. THEN TAKE THE TIME TO CONVERT THE LEARNING EXPERIENCE INTO A STYLE HE PREFERS. You might be amazed at how much easier the learning is for him and how much more successful he will feel. That's what we're all about.

## *OTHER INSTRUCTIONAL STRATEGIES TO TRY*

The following list of strategies was compiled from the suggestions of experienced ABE adult educators.

1. Have students read aloud what they have written; sometimes they will hear their mistakes and be able to correct them immediately.

2. Have students score their own papers to see if they can find their mistakes and correct them.

3. Encourage students to sit beside you as you grade their paper. Discussing the errors immediately with the students makes them think and understand their work or assignments better.

4 If giving students several worksheets that have 15 to 20 problems, have them do only 5-10 from each sheet and not the entire sheet. Together with each student, score these problems. Assign the rest if more practice is needed. If few were missed, allow the student to go on to the next assignment.

5 If large packets of 10-20 pages are assigned, instruct students to complete only the first five. Treat as in the worksheets of 15-20 problems. If a student completes the whole packet at the first sitting, after being instructed not to, give him the answer key to check the packet himself. The student will be a little reluctant to complete the whole packet again in one sitting without being instructed to do so.

6 When teaching grammar and punctuation, use other materials such as newspapers, television guides, or magazines as resource materials.

7 Providing a spelling list or a card file of the words learned gives students one way to judge their progress. As they use words, write them down, and observe likenesses and differences in form, they also discover likenesses and differences in sounds and rules of grammar.

8 Direct the more able students to other resources and activities such as the computer lab, libraries or museums.

9 When creating a visual for teaching, whether a pre-planned one or a spontaneous one, use illustrations, pictures, charts, tables, diagrams, etc., that are contextual. These will give added interest to the subject.

10 Bring to class concrete examples of U.S. coins to show foreign students the value of each one.

11 Praise/motivate each student for accomplishing something each day. A little praise such as, "Good job," "Well done," "Keep up the good work," does wonders for the students. They need so much encouragement from the teacher.

## *WORKING WITH VOLUNTEERS*

As a new adjunct, you might not have volunteers already assigned to your classroom. Talk with your coordinator to see if volunteers are available. If none are available, you might find that a community group will be willing to donate a number of hours each week to assisting you, or a nearby community college or university might have an office whose personnel will work to link students with groups needing volunteers. Be sure to clear the use of any

volunteer with your supervisor.

## There are many advantages to having volunteers work in your classroom.

(1) **They can assist with grading papers** once you are certain that they themselves can do the assigned task correctly.

(2) **They can assist with materials management:** are there folders ready for new students? What needs to be copied, put away at the end of each day, gotten out for the next day? Getting help with this work allows you to focus on teaching an individual student or designing a special lesson for a particular student.

(3) **They enable you to reach more students each day.** They can interact with students and provide assistance for students on units. You must make clear that they are not being asked to teach, but rather to answer questions or model how to approach a lesson or task. Sometimes their explanation is very clear to a student who was having difficulty learning through reading. Everyone teaches a concept in his own way and exposure to different methods increases the chance that a student will grasp a concept.

(4) **They can provide friendship and camaraderie with the students,** perhaps increasing student motivation.

(5) **They may show the potential and interest in designing new learning activities** or creating materials that students can use.

(6) **They can file and run errands.** However, experienced teachers stressed that using volunteers with students is more important than having them run errands. Our goal is to provide our students with the individual attention they need to build their confidence; volunteers can certainly assist you in this task.

(7) **They can be a resource to you and the students,** especially if the volunteers have lived for a while in the community.

Before they begin work, talk with the volunteers about the types of students in your classroom, and how to talk with them and work with them as the adults they are. In the process, teach them that in adult education we do not say: **"What's your problem?"** All adults like to be perceived as capable of handling the work they have to do, whether it is on the job or in school. This question makes them admit that they cannot do something and that

may make them uncomfortable. **"May I help you?"** This question is similar to the first one. One teacher said, "When asked this, most of my students will simply say, 'No'." She suggests that the question be phrased as, **"Show me what you are doing."** As the student explains what he or she is doing, questions arise and soon a dialogue is taking place.

ABE VOLUNTEER

# UNIT V: SURVIVING IN THE ABE CLASSROOM

## THE LEARNER WILL BE ABLE TO:

- ✓ **Identify survival strategies for the Adult Basic Education (ABE) instructor.**
- ✓ **Incorporate classroom management strategies.**
- ✓ **Know the daily routine of an ABE instructor.**
- ✓ **Identify student management methods.**

Working in a self-paced environment with students who have not had successful educational experiences is a demanding job. Unfortunately in the past, some instructors have interpreted self-paced to mean that students are not taught, that they do all their work independently with minimal assistance from the instructor. In a quality self-paced program, the instructor does not sit at a desk reading a newspaper. She/he must be pro-active, walking around the room observing students' progress, or inviting them to sit in a chair by the teacher's desk for individual tutoring. An excellent ABE instructor will be busy the whole class time even if there is only one student. Supervising every student's work, keeping up with the paperwork, having materials available at all times, and noticing when students need extra assistance or motivation are all parts of the ABE instructor's daily routine.

## *KEEPING UP WITH THE PAPERWORK*

Adult students appreciate immediate feedback and it is especially important in a self-paced classroom. You need to immediately correct the errors a student is making rather than allow him or her to continue to work making that same mistake. In a classroom with 20 to 30 students, this means there are always papers to review. There are several ways to handle the paper load.

(1) ***Be prepared.*** Have a plan and follow it, but also have an alternative plan!

(2) ***Have the student come sit by you while you grade her paper.*** You can carry on a dialogue with the student. Letting the student explain why she selected the answer she did helps you understand where the confusion lies and allows time for some instruction by you. Try to deal with a piece of paper one time only (registration, tracking, student work, etc.)

(3) ***Keep a set of answer keys*** for the students or a volunteer to use in the classroom, keep a second set at home for your use - this avoids your having to carry extra papers or books home.

(4) ***Empower your students.*** Trust them to do things for themselves. You don't need to do everything for them just because you are the teacher.

(5) ***Adults can grade their own work.*** Be certain they understand that if they miss more than a certain number (90% correct is a safe percentage to require), they must come to you for more discussion of the concept and extra work.

Will students cheat if they grade their own? Those that do are students who do not fully understand how a self-paced classroom works. Remind them that they do not actually receive grades in the course, to pass the course, they must improve their score on the exam (i.e., the TABE, ABLE, etc.). When they cheat, it simply means they will still not be able to do the work on the retest and so will have to do more work on the concept.

They need to understand that this is truly a situation where when they cheat, they are cheating themselves.

Experienced teachers caution new teachers to never accuse a student of cheating because it would probably mean the student would not return to class, and that defeats the purpose. The teachers said they would have the student do extra work on the concept and would make certain that circumstances would not allow them to cheat. The teacher can determine if the student's behavior was the result of not understanding the material and can then address it from an appropriate point of view.

It is important that a new instructor understand that the paperwork being done in class is a record for the state of what each student does each day he or she attends. It is vital that it be kept up to date. In addition, in the self-paced classroom, you want the students to be able

to begin work as soon as they enter the room the next day. To do so, their work from yesterday needs to be graded with instructions on what they need to do next. You can only do this by keeping up. In some classrooms, volunteers can help with the grading, if you are sure they themselves understand the work. In the end, the reality is that you will probably find yourself taking papers home to grade. Doing so allows you and the students to begin fresh each day.

## *DEALING WITH THE DEMANDS STUDENTS MAKE*

What seems to tire ABE teachers the most is not the paperwork or the sheer number of students in class, but the need those students have for interaction with the teacher. Many of these students have known only failure in school; many have made poor decisions and are trying to straighten out their lives; many are facing challenges that can seem over-whelming. They need nurturing, it's a large part of this job. The teacher can make a significant impact on individual lives and listening is what many of them need a teacher to do.

They may want to tell you their story, and sometimes you may wish they would not. You may encounter the dilemma of working with the student in a positive manner when you are having very strong reactions to what they have told you about themselves or their past histories. Learning to put their story away, learning to deal with the student who is here today is a skill critical to success as a teacher.

### *Some precautions:*

(1) ***Never drive a student anywhere.*** While you may want to help the student, the legal ramifications can be immense, especially if you will be alone with the student in the car.

(2) ***Consider seriously whether or not you want to give your phone number out to students.*** Many teachers do. Others choose not to. One teacher mentioned that she is still called by a student who was in her class in the 1980's. The student simply wants to chat, but the calls come after work during family and personal time.

(3) ***Discuss with your coordinator anything you are told which creates a legal obligation for you.*** Sometimes students will tell you things which you must pass on to a legal authority. Sometimes it is wise to stop a student from telling you something, tell him you will be legally bound to pass that information on, so it is best if he does not share it with you.

(4) ***Remember that you are a teacher, not a counselor.*** Referring students to social agencies which can provide them counseling is an appropriate response to a student's need to talk about a problem. You want to have them focus on their academic skills when they are in your classroom.

You will find it beneficial to the students if you can encourage them to become friends with others in the classroom. They can be each other's cheerleaders. More importantly, the ABE classroom becomes a place where they find friends and that motivates them to come to school, it is where they socialize.

You will probably find these students very demanding. They want your attention - now. They want that worksheet - now. They want to know how well they did on that assignment - now. Remembering that time is a precious commodity to adults, teachers can understand how they want to stay on track, to keep working. They have a goal to accomplish and want to do it - now. Remember also that you may be the first teacher who has ever given them personal attention, who is not only interested in their success but is interested in them. You will probably want to spend some time with each student each day.

***Given the class work you must supervise and grade, and given the demands the students place upon you, how does a teacher get rejuvenated to come back tomorrow?***

(1) ***You might need to give yourself an evening free.*** Even if it means going to work early the next day to get those papers graded, an evening just for your personal needs is very refreshing.

(2) ***Leave on time for lunch or your breaks each day.*** While some teachers will work straight through their break, stress builds when you have no relief. This includes your volunteers and your students. Everyone should take the break.

(3) ***Keep your sense of humor.*** Using humor in the classroom helps to establish a

friendly atmosphere, and that positive mood encourages work. Be careful that the humor is not sarcastic and cannot be construed as belittling a student. Some teachers maintain a just-for-fun folder, placing in it cartoons or stories.

(4) ***Let your coordinator know when you are feeling stressed or burnt out.*** Asking for help is the first step in finding ways to rejuvenate yourself.

(5) ***Make friends with others who teach near you.*** Isolation increases the feeling of being burned out. Other teachers understand the stresses of teaching in adult education and can help us manage.

## *STRATEGIES FOR USING THE TIME WISELY*

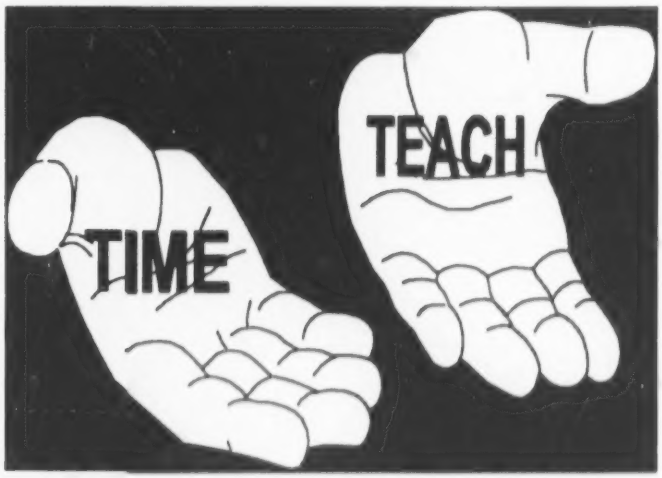
Some days you walk into the classroom and are greeted by 25 smiling faces (or not); other days you may have only 5 students. How do you manage the classroom time which is so precious for both you and your students?

When you have a large number of students, you must become a juggler. If you have lab facilities, this is a good day to encourage students to make use of it. Keep a chair beside your desk and a chair in front of your desk. Tutor the student seated beside you and give the answer key to the student in front of you so that you can immediately begin to assist him when it's his turn. It is recommended that you review each error with the student, however, on heavy traffic days, you may want to quickly assess the major problems in the student's work and do a condensed version of review. In math, for example, do one or two of the incorrect problems and then send the student back to her seat to redo all the other incorrect problems and then come back for a recheck.

This is the time when you will need to use all of your resources. Volunteers and interns can be used more for teaching than for clerical support on these days. Recruit one of your better students to peer tutor for a while. If you have incorporated video or audio tapes into any part of your curriculum, skip to this section for some of the students. You must use all of your knowledge and resources. When class is over, you will be a very tired but fulfilled teacher.

On the other hand, there may be days when you have very few students. On these days, **MAKE GOOD USE OF YOUR TIME.** Using the time to catch up with paperwork is certainly alluring and is acceptable. A more valid use of time, however, is to give the students the extra instruction that is always needed in an individualized program. Use this time to fill in the gaps that occur on days of heavy attendance. It is well worth the 30 minutes you devote to one student when you see him finally grasp a difficult concept.

A word of caution: be careful that you don't become simply a manager of materials, focusing on assigning, correcting, assessing and recording. Do not leave the learning process solely to student interaction with the materials. It is your job to guide, demonstrate, interact, and teach!



# UNIT VI: GENERAL INFORMATION FOR THE ABE INSTRUCTOR

## THE LEARNER WILL BE ABLE TO:

- ✓ **Demonstrate teaching tips successfully in the classroom.**
- ✓ **Incorporate ABE resources into the classroom.**
- ✓ **Understand the grade levels, subjects, and time lengths for TABE 5 & 6 and TABE 7 & 8.**

## *TEACHING TIPS*

1. When developing worksheets for classroom use, incorporate the names of the students in the information. Students enjoy the spotlight.

2. Students may have had unpleasant experiences with teachers. They will expect to encounter the same failure they had before and may believe that you will view them as their past teachers viewed them. It is important for teachers to approach each student with respect and to anticipate that the student will be successful in this class.

3. Teachers in the ABE classroom are role-models in many ways. As you work with and talk to students about their lives and yours, consider how your comments will help them gain new or different perspectives on aspects of our everyday lives.

4. Instead of the number of items that are missed -3/10, indicate the number that are correct +7/10. Be sure to praise the accurate parts of the assignment when reviewing errors with the student.

5. Some teachers do not believe in using a red pen. Others believe in using it judiciously.

6 One teachers says he always keeps the following in mind:

(a) the student is there for a purpose,
(b) the student is expecting me to help him/her accomplish this purpose,
(c) no one should be useless in a society, but should be able to contribute in some way that will enrich his/her life as well as that of society.

7 Use support services whenever available: duplicating services, testing center, office staff for typing.

8 If you have a high number of students, check with your coordinator about providing a team teacher.

9 Look at your students as individuals and learn to appreciate each one's uniqueness.

10 Learn who, where, and what are your resources.

11 Stay organized, professional, and above all, keep a sense of humor.

## *RESOURCES FOR THE ABE CLASSROOM*

1 Keep a current **driver's license manual** in the classroom for students to use.

2 Bring in your **newspapers and magazines** when you are finished with them. Be sure to cut out the address label.

3 Clip out **articles on mental health, medical questions, travel, home and money management.** Culturally specific articles are also of high interest. Design reading lessons or discussion and writing assignments around the articles.

4 Have a **reference file** with information in it on charitable organizations which will provide help for needy people, shelters for families, abused spouses or children. Keep lists of agencies that will provide free legal counseling or banks and institutions that will provide low interest loans.

5 One department keeps a **supply of used business clothing** that is available for students who have a job interview.

# TEST OF ADULT BASIC EDUCATION (TABE)

| TABE 5 & 6 | |
|---|---|
| **FORMS** | **LEVELS** |
| E | 2.6 - 4.9 |
| M | 4.6 - 6.9 |
| D | 6.6 - 8.9 |
| A | 8.6 - 12.9 |
| **SUBJECT** | **TIMES** |
| LOCATOR TEST | |
| VOCABULARY | 14 minutes |
| MATH | 23 minutes |
| COMPLETE BATTERY TEST (E,M,D,A) | |
| READING | 54 minutes |
| MATH | 80 minutes |
| LANGUAGE | 56 minutes |
| SPELLING | 13 minutes |
| TOTAL | 3 hrs. 23 minutes |
| SURVEY TEST (E,M,D,A) | |
| READING | 23 minutes |
| MATH | 28 minutes |
| LANGUAGE | 21 minutes |
| TOTAL | 1 hr. 11 minutes |

| TABE 7 & 8 | |
|---|---|
| **FORMS** | **LEVELS** |
| L | 0.0 - 1.9 |
| E | 1.6 - 3.9 |
| M | 3.6 - 6.9 |
| D | 6.6 - 8.9 |
| A | 8.6 - 12.9 |
| **SUBJECT** | **TIMES** |
| LOCATOR TEST | |
| READING | 18 minutes |
| MATH | 16 minutes |
| LANGUAGE | 14 minutes |
| COMPLETE BATTERY TEST (E,M,D,A) | |
| READING | 50 minutes |
| MATH | 65 minutes |
| LANGUAGE | 39 minutes |
| SPELLING | 10 minutes |
| TOTAL | 2 hrs. 44 minutes |
| SURVEY TEST (E,M,D,A) | |
| READING | 25 minutes |
| MATH | 34 minutes |
| LANGUAGE | 18 minutes |
| SPELLING | 10 minutes |
| TOTAL | 1 hr. 27 minutes |
| LEVEL L (LITERACY) | 35 minutes |

# APPENDIX

- **ANSWER KEYS**
  - **PRE-TEST**
  - **POST-TEST**
- **INSTRUCTOR SELF-EVALUATION**
- **STUDENT EVALUATION**

# PRE-TEST
# ANSWER KEY

1. FALSE
2. TRUE
3. TRUE
4. TRUE
5. FALSE
6. TRUE
7. FALSE
8. FALSE
9. TRUE
10. TRUE
11. TRUE
12. FALSE
13. FALSE
14. FALSE
15. TRUE

# POST-TEST
# ANSWER KEY

1. D
2. C
3. C
4. D
5. B
6. C
7. B
8. B
9. D
10. D
11. D
12. A
13. B
14. D
15. A

# INSTRUCTOR SELF-EVALUATION

**Please use the following scale to respond to each statement:**

- **5 - Strongly agree**
- **4 - Agree**
- **3 - Neither agree nor disagree**
- **2 - Disagree**
- **1 - Strongly disagree**

**Circle the corresponding number of your choice next to each statement.**

As a result of the ***Basics for Successful ABE Instruction: Working With Adult Learners,*** "I

| | | | | | | |
|---|---|---|---|---|---|---|
| 1 | am more knowledgeable about the state performance standards | 5 | 4 | 3 | 2 | 1 |
| 2 | understand the impact learning styles have on learning | 5 | 4 | 3 | 2 | 1 |
| 3 | can identify ways to empower the adult student | 5 | 4 | 3 | 2 | 1 |
| 4 | understand the applicability of the whole language approach in working with adult adult students | 5 | 4 | 3 | 2 | 1 |
| 5 | feel comfortable about setting up a self-paced classroom and program | 5 | 4 | 3 | 2 | 1 |
| 6 | can successfully use learned techniques to manage my classroom paperwork | 5 | 4 | 3 | 2 | 1 |
| 7 | have used the Whole Language Learning teaching strategy in class | 5 | 4 | 3 | 2 | 1 |
| 8 | have utilized a variety of the adult learner teaching strategies in my classroom | 5 | 4 | 3 | 2 | 1 |

| | | | | | | |
|---|---|---|---|---|---|---|
| 9 | know the components of the ABE basic skills curriculum | 5 | 4 | 3 | 2 | 1 |
| 10 | know the components of the ABE functional skills curriculum | 5 | 4 | 3 | 2 | 1 |
| 11 | am comfortable correlating the State performance standards with the curriculum I am using in my classroom | 5 | 4 | 3 | 2 | 1 |
| 12 | have learned techniques to teach adult students with varied learning modalities | 5 | 4 | 3 | 2 | 1 |
| 13 | am able to successfully assess the academic strengths and weaknesses of my students | 5 | 4 | 3 | 2 | 1 |
| 14 | have implemented changes in my classrooms' physical environment and student record keeping process with positive results | 5 | 4 | 3 | 2 | 1 |
| 15 | know how to secure supplemental educational resource materials for my classroom | 5 | 4 | 3 | 2 | 1 |

**Please respond to the following statements:**

1 I found that the most relevant material was

_____

_____

_____

2 Because I understand the adult basic education learner more clearly, I find that I am using the following new approaches with my students

_____

_____

_____

3 Additional Comments

_____

_____

# STUDENT EVALUATION

**Please answer the following questions about your instructor in this class. The evaluation will not affect your teacher's job in any way because we will not know who your teacher is. You should be very honest in rating your instructor.**

**DIRECTIONS:**

**Please use the following scale to rate your instructor:**
**(Circle the number that matches your opinion.)**

**5 = STRONGLY AGREE**
**4 = AGREE**
**3 = DON'T KNOW**
**2 = DISAGREE**
**1 = STRONGLY DISAGREE**

| | | | | | | |
|---|---|---|---|---|---|---|
| 1 | My instructor explained what was expected of me in class | 5 | 4 | 3 | 2 | 1 |
| 2 | My instructor presents the subject matter in a way that I can easily understand | 5 | 4 | 3 | 2 | 1 |
| 3 | My instructor understands me and how I learn | 5 | 4 | 3 | 2 | 1 |
| 4 | My instructor is open to questions or comments | 5 | 4 | 3 | 2 | 1 |
| 5 | My instructor makes time to work directly with me when I need it | 5 | 4 | 3 | 2 | 1 |
| 6 | My instructor helps me find extra materials or learning activities when I have problems learning from the regular classroom materials | 5 | 4 | 3 | 2 | 1 |
| 7 | My instructor provides feedback on all my work quickly enough to benefit me | 5 | 4 | 3 | 2 | 1 |
| 8 | My instructor seems to respect me as a person | 5 | 4 | 3 | 2 | 1 |
| 9 | My instructor encourages me to succeed | 5 | 4 | 3 | 2 | 1 |
| 10 | I would recommend this instructor to another student | 5 | 4 | 3 | 2 | 1 |

## COMMENTS: